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Augusta College



Graduate Bulletin 1982-83

Augusta College Graduate Programs — A Summary

Master of Business Administration

Concentrations in Accounting, Administration, Health Services Administration

Master of Education

Majors in Elementary Education (Options in Early Childhood and Middle Grades), Reading Education, Secondary Education (Concentrations in English, Mathematics, and Social Sciences), Special Education (Concentrations in Mental Retardation, Learning Disabilities and Interrelated), Concentrations in Administration and Supervision and in Health Services.

Master of Science

Major in Psychology

Specialist in Education

Majors in Early Childhood Education, Middle Grades Education, Reading Education, Secondary Education (Concentrations in English, Mathematics, and Social Sciences), Special Education (Concentrations in Mental Retardation, Learning Disabilities, and Interrelated), and Administration and Supervision.

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Augusta College

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Augusta College

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1982-1983

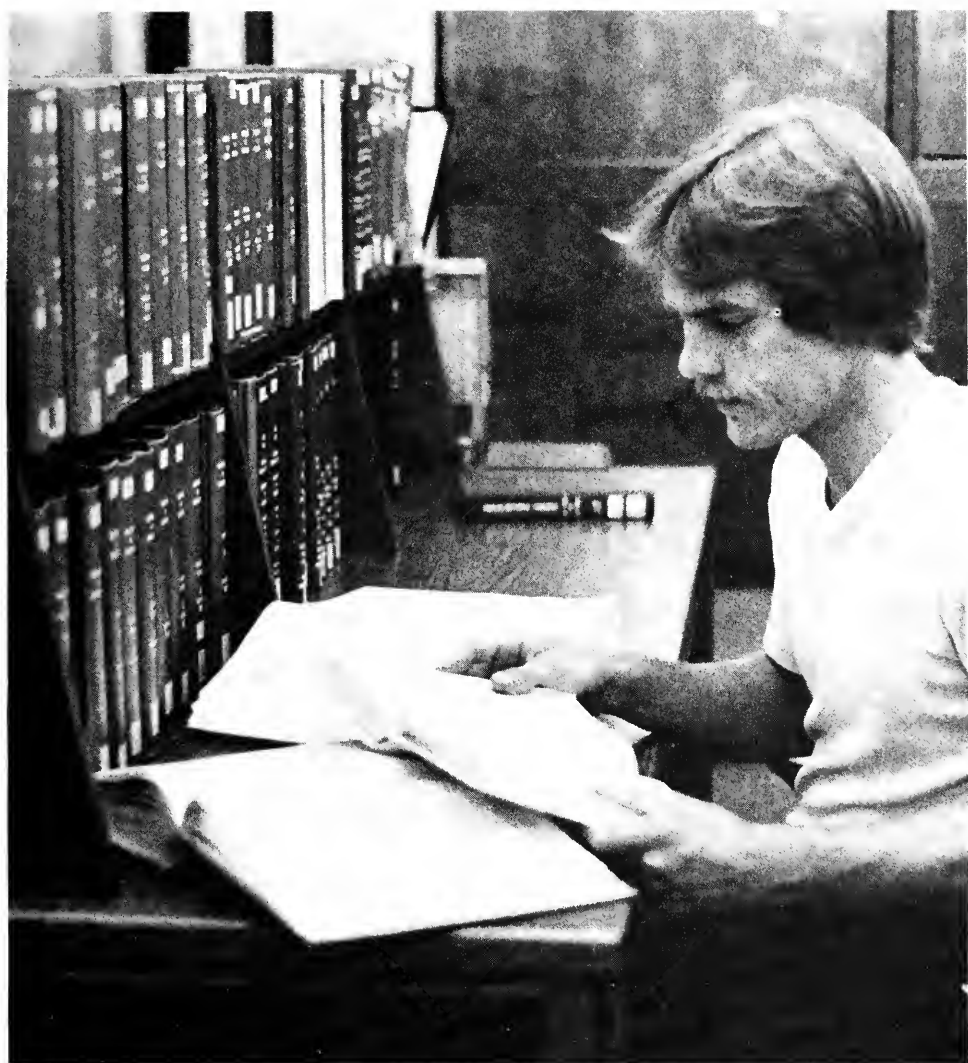
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The Augusta College is an equal educational opportunity institution in that no person shall, on the grounds of race, color, sex, creed, national origin, or handicap, be excluded from participation in or be otherwise subjected to discrimination by any educational program, activity, or facility. This is in compliance with Title VI of the Civil Rights Act of 1964. An affirmative action/equal opportunity institution.

A Senior Unit of the
University System of Georgia

Augusta, Georgia 30910





In Four Volumes

The BIRDS of AFRICA

Volume 1

LESLIE H. BROWN
EMIL K. URBAN
KENNETH NEWMAN

*Illustrated by
Martin Woodcock and Peter Hayman*



ACADEMIC PRESS





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General Information

Admissions

Expenses and Business Regulations

Student Personnel Services

Academic Regulations

**Master of Business Administration
Degree Program**

**Master of Education
Degree Program**

**Master of Science
Degree Program with
a Major in Psychology**

**Specialist in Education
Degree Program**

Course Descriptions

Directory



College Calendar

1982 - 1983

Fall Quarter, 1982

August 13	Last day to file applications for new admissions
September 13	First Faculty Meeting
September 16	Orientation and Registration
September 20	Classes begin
September 22	Last day for late registration and schedule changes
October 11	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
October 22	Midterm
November 1-5	Pre-registration for the Winter Quarter
November 24-28	Thanksgiving Recess
December 1	Last day of classes
December 2-4, 6-7	Examinations
December 7	Term Ends

Winter Quarter, 1983

December 3	Last day to file applications for new admissions
January 3	Orientation and Registration
January 5	Classes begin
January 7	Last day for late registration and schedule changes
January 31	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
February 8	Midterm
February 14-18	Pre-registration for the Spring Quarter
March 15	Last day of classes
March 16-19, 21	Examinations
March 21	Term ends

Spring Quarter, 1983

February 25	Last day to file applications for new admissions
March 28	Orientation and Registration
March 29	Classes begin
March 31	Last day for late registration and schedule changes
April 25	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
May 2	Midterm
May 2-6	Pre-registration for Summer and Fall Quarters
June 6	Last day of classes
June 7-10	Examinations
June 12	Graduation
June 12	Term ends

Summer Quarter, 1983

May 20	Last day to file applications for new admissions
June 15	Orientation and Registration
June 16	Classes begin
June 17	Monday-Wednesday 11th and 12th period classes meet
June 20	Last day for late registration and schedule changes
June 24	Tuesday-Thursday 11th and 12th period classes meet
July 4	Independence Day holiday
July 5	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
July 8	Monday-Wednesday 11th and 12th period classes meet
July 15	Midterm
July 15	Monday-Wednesday 11th and 12th period classes meet
July 18-22	Pre-registration for the Fall Quarter
July 22	Tuesday-Thursday 11th and 12th period classes meet
July 29	Monday-Wednesday 11th and 12th period classes meet
August 5	Tuesday-Thursday 11th and 12th period classes meet
August 12	Monday-Wednesday 11th and 12th period classes meet
August 12	Last day of classes
August 13, 15-17	Examinations
August 19	Graduation
August 19	Term ends

1983 - 1984

Fall Quarter, 1983

August 19	Last day to file applications for new admissions
September 12	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
September 14	First Faculty Meeting
September 19	Orientation and Registration
September 21	Classes begin
September 22	Last day for late registration and schedule changes
October 26	Midterm
November 7-11	Pre-registration for the Winter Quarter
November 23-27	Thanksgiving Recess
December 2	Last day of classes
December 3, 5-8	Examinations
December 8	Term ends

Winter Quarter, 1984

December 2	Last day to file applications for new admissions
January 3	Orientation and Registration
January 4	Classes begin
January 5	Last day for late registration and schedule changes
January 9	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
February 7	Midterm
February 13-17	Pre-registration for the Spring Quarter
March 13	Last day of classes
March 14-17, 19	Examinations
March 19	Term ends

Spring Quarter, 1984

February 24	Last day to file applications for new admissions
March 26	Orientation and Registration
March 27	Classes begin
March 28	Last day for late registration and schedule changes
April 2	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
April 30	Midterm
May 7-11	Pre-registration for Summer and Fall Quarters
June 4	Last day of classes
June 5-8	Examinations
June 10	Graduation
June 10	Term ends

Summer Quarter, 1984

May 18	Last day to file applications for new admissions
June 15	Orientation and Registration
June 18	Classes begin
June 19	Last day for late registration and schedule changes
June 25	Exemption examinations (optional) in U.S. and Georgia History and U.S. and Georgia Constitutions
June 29	Monday-Wednesday 11th and 12th period classes meet
July 4	Independence Day holiday
July 6	Tuesday-Thursday 11th and 12th period classes meet
July 13	Monday-Wednesday 11th and 12th period classes meet
July 17	Midterm
July 23-27	Pre-registration for the Fall Quarter
July 27	Tuesday-Thursday 11th and 12th period classes meet
August 3	Monday-Wednesday 11th and 12th period classes meet
August 10	Tuesday-Thursday 11th and 12th period classes meet
August 15	Last day of classes
August 16-18, 20-21	Examinations
August 24	Graduation
August 24	Term ends



General Information

This bulletin is primarily for the prospective graduate student. It is the belief of those who prepared it that all the material will prove important to some prospective students and that most of it will be important to every new student.

The statements set forth in this bulletin are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this bulletin will ordinarily be applied as stated, Augusta College reserves the right to change any provision listed in this bulletin, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the office of the Dean of Graduate Studies.

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia — 4 universities, 14 senior colleges, 15 junior colleges. These 33 public institutions are located through the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction; Public Service/Continuing Education; Research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses.

The non-degree activities are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services, in a large number of areas of interest.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations cover matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, made to, and allocated by the Board of Regents. The largest share of the state appropriations is allocated by the Board for resident instruction. The percentages of funds derived from all sources for resident instruction in the 1982-83 fiscal year were: 77 percent from state appropriations, 20 percent from student fees, 3 percent from other internal income of institutions.

Institutions of the University System of Georgia

h — On-Campus Student Housing Facilities

Degrees Awarded: A — Associate; B — Bachelor's; J — Juris Doctor; M — Master's; S — Specialist in Education; D — Doctor's

Universities

Athens 30602

University of Georgia — h; B,J,M,S,D

Atlanta 30332

Georgia Institute of Technology — h; B,M,D

Atlanta 30303

Georgia State University — A,B,M,S,D

Augusta 30912

Medical College of Georgia — h; A,B,M,D

Senior Colleges

Albany 31705

Albany State College — h; B,M

Americus 31709

Georgia Southwestern College — h; A,B,M,S

Augusta 30910

Augusta College — A,B,M,S

Carrollton 30118

West Georgia College — h; A,B,M,S

Columbus 31993

Columbus College — A,B,M,S

Dahlonega 30597

North Georgia College — h; A,B,M

Fort Valley 31030

Fort Valley State College — h; A,B,M

Marietta 30061

Kennesaw College — A,B

Marietta 30060

Southern Technical Institute — h, A,B

Milledgeville 31061

Georgia College — h; A,B,M,S

Savannah 31406

Armstrong State College — A,B,M

Savannah 31404

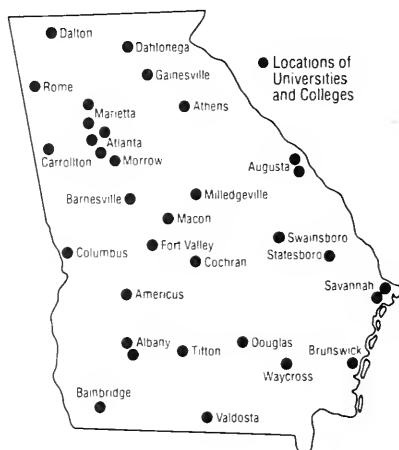
Savannah State College — h; A,B,M

Statesboro 30460

Georgia Southern College — h; A,B,M,S

Valdosta 31698

Valdosta State College — h; A,B,M,S



Junior Colleges

Albany 31707
Albany Junior College — A
Atlanta 30310
Atlanta Junior College — A
Bainbridge 31717
Bainbridge Junior College — A
Barnesville 30204
Gordon Junior College — h; A
Brunswick 31523
Brunswick Junior College — A
Cochran 31014
Middle Georgia College — h; A
Dalton 30720
Dalton Junior College — A
Douglas 31533
South Georgia College — h; A
Gainesville 30403
Gainesville Junior College — A
Macon 31297
Macon Junior College — A
Morrow 30260
Clayton Junior College — A
Rome 30161
Floyd Junior College — A
Swainsboro 30401
Emanuel County Junior College — A
Tifton 31793
Abraham Baldwin Agri. College — h; A
Waycross 31501
Waycross Junior College — A

University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

Purpose of Augusta College

The purpose of Augusta College is to provide an educational curriculum and environment that will enable its students to become creative, responsible, and productive citizens. The college program is designed to confront students with important ideas, to assist students in making informed value judgements, to challenge students to develop analytical, reasoned approaches to issues and problems, and to develop specific skills which will promote success in our complex society. Augusta College seeks to create an environment which promotes and encourages intellectual freedom, excellence in teaching, productive research and publication, continuing faculty development and professional service to the community.

Accreditation and Affiliations

Augusta College is accredited by the Southern Association of Colleges and Schools. Baccalaureate degree programs for elementary, special, secondary and K-12 teachers and master's programs for the preparation of elementary, secondary, special education and reading teachers are approved by the State Department of Education and accredited by the National Council for the Accreditation of Teacher Education. The baccalaureate degree program in health and physical education and all the specialist in education programs are approved by the State Department of Education.

Augusta College is a member of the American Council on Education, the American Association of State Colleges and Universities, the American Association of Colleges for Teacher's Education, the Council for Advancement and Support of Education, the Georgia Consortium, the National Collegiate Athletic Association, and the South Atlantic Conference.

History

Augusta College is located on a hill overlooking the downtown area of the city of Augusta in the center of the Central Savannah River Area. It traces its beginnings to the Academy of Richmond County, which was chartered on July 31, 1783.

In 1925, the Junior College of Augusta was founded, beginning its operations with the 1926-27 session. In September 1957, the Junior College moved from Richmond Academy to its present location. The Board of Regents incorporated it into the University System of Georgia and changed the name to Augusta College.

Former presidents of the college are George Phineas Butler, James Lister Skinner, Eric West Hardy, Anton Paul Markert, and Gerald Burns Robins. Dr. George Andrew Christenberry assumed the presidency on July 1, 1970.

Facilities

The 80-acre campus is the former plantation of an 18th century Southern leader, Freeman Walker. The land was used as an arsenal from 1826 to 1955. Though the campus has been altered considerably, historical features have been retained and renovated. The walls of the fort of the arsenal still have in them rifle and gun slits, but now encompass a garden.

Bellevue Hall, once the home of the Freeman Walker family, is the oldest building on the campus, dating back to 1805. This building houses the Counseling Center and the Testing Center. The President's Home, Payne Hall, Rains Hall, Fanning Hall, and the Data Systems Center are located around the quadrangle and were all part of the original arsenal. Payne Hall houses the offices of the Vice President for Academic Affairs, Dean of Graduate Studies, Dean of Students, Associate Dean of Students, Director of Financial Aid, Director of Admissions, and Registrar. Rains Hall houses the offices of the President, Dean of College Relations, and Directors of Development, Publications, and Public Information. Fanning Hall houses the office of the Vice

President for Business and Finance, the Business Office, the Purchasing Office, and the Personnel Office.

The Institutional Research building houses the college's computer center and the offices of the Assistant to the President and the Director of Computer Services.

Other major facilities include: a science building, a gymnasium, a college activities center, and four classroom areas—Butler Hall, Hardy Hall, Markert Hall and Skinner Hall.

A modern indoor swimming pool and a fine arts center with a theatre have been added, as well as tennis courts, an athletic field, and parking facilities, located in the center of campus. Another recent addition is the Continuing Education/Military Science Building.

Boykin Wright Hall, a gift from Marguerite Wright Hillman to the Regents of the University System of Georgia in memory of her late father Boykin Wright, houses the Small Business Development Center and the Center for the Study of Private Enterprise. The Maxwell Alumni House, a gift from the estate of Jefferson Maxwell, houses the office of the Director of Alumni Affairs.

The Forest Hills Golf Course, an 18 hole educational and recreational facility, is operated and maintained by the Augusta College Athletic Association. The course covers over 200 acres and is located about two miles from the main campus. It is open year-round to students, faculty, and staff as well as the general public.

Reese Library

The college library is at the center of every academic program. The Reese Library, completed in 1977, is named in honor of Dr. and Mrs. John T. Reese, parents of Mrs. Mary Katherine Reese Pamplin, class of 1936. The three story building of 80,000 square feet has a seating capacity of 1,000 and a shelving capacity of 400,000 volumes. The library now has over 260,000 volumes and microform equivalents of more than 71,000 volumes.

The United States document depository collection now contains over 140,000 items.

Facilities include areas for study, reference, listening, typing, and reading microforms.

Services include the circulation of materials from the open shelf arrangement and materials on reserve. Interlibrary loan service is available for materials in other libraries. Reference service includes data base searches from the Georgia Information Dissemination Center (GIDC) and the Lockheed Information Service (LIS Dialog). The card catalog is now being converted to Computer Originated Microfiche (COM Catalog).

In September 1980, the Learning Center, located in Hardy Hall, became part of the Library, providing a broad range of audio-visual services, classroom support services, and instructional media production services for the college. The Learning Center offers students an opportunity for self-paced individualized instruction and study with a 50 carrel complex providing AV equipment and two viewing rooms equipped for classroom participation.

Library tours and orientations are available to classes and individuals. A library handbook, giving an introduction to the library and its use, is available to each student.

Supporting Programs and Services

Alumni Association

The association is composed of former students, governed by an executive board and a director, who acts as liaison between the alumni and the college. The association's two main goals are to arrange activities designed to maintain a close relationship between alumni, classmates and college; and to participate in supporting the college through gifts to the annual fund and assistance with the business fund drive. A complimentary one-year active membership is given

each graduate. Other alumni achieve active status by making annual gifts. The alumni offices are located in the Maxwell House.

Alumni Professor of Business Administration

The Alumni Professorship of Business Administration was created in 1979, and is jointly funded by the Augusta College Alumni Association and the Augusta College Foundation. The Professorship was established to aid the School of Business Administration in recruiting and retaining an outstanding faculty scholar or business executive-in-residence.

Augusta College Foundation

The Augusta College Foundation was established in 1963 to further the interests of Augusta College and to provide support for the college in those areas not supported by state or governmental appropriations. The sole object and purpose of the Foundation is the establishment and administration of an endowment fund for the benefit of Augusta College. These funds are used for educational purposes only. Individuals or organizations who are interested in obtaining more information concerning the Foundation should contact the Office of College Relations.

Center for the Study of Private Enterprise

The Center for the Study of Private Enterprise is an inter-institutional (Augusta College, Paine College, and Medical College of Georgia) cooperative effort between educational, business, political, and civic leaders to promote understanding and further appreciation of the American private enterprise system. Some of its objectives are to establish a Chair of Private Enterprise at Augusta College, enrich student and public understanding of private enterprise, improve understanding of respective viewpoints of business leaders and educators, facilitate more effective career planning through expansion of students' career awareness in

grades K-12 and college, strengthen managerial capabilities in public and private sector institutions, and promote effective and efficient utilization and delivery of health services.

The Callaway Chair

The Fuller E. Callaway Professional Chair at Augusta College was one of 40 such chairs at 33 senior colleges and universities in Georgia created in September 1968 by the Callaway Foundation. A \$10 million trust fund was established to aid colleges in retaining superior faculty members. Augusta College chose philosophy as the field for its first endowed chair.

The Maxwell Chair

The Grover C. Maxwell Chair of Business Administration was established by the three sons of Grover Cleveland Maxwell, Sr. A \$150,000 trust fund was established to promote and encourage teaching proficiency and high scholastic attainment at Augusta College. The Maxwell Professor of Business Administration is selected by the President of Augusta College with the advice of a special committee.

Cullum Visiting Scholar Program

The Cullum Visiting Scholar program was initiated in January 1968 following announcement by the Cullum Foundation of an annual gift to the college to enable it to invite to its campus outstanding men and women who are widely known in their respective fields. The visiting scholars provide lectures, seminars for faculty and students, addresses to the student body and to the public, and conferences in their fields of expertise.

Continuing Education

Augusta College offers a wide variety of short courses, conferences, lectures, workshops, and seminars designed for the general public.

The procedures for admission to these non-credit programs are administered by the Director of Continuing Education consistent with policies of the University System of Georgia and Augusta College.

The Office of Continuing Education can also design programs for business and industry, as well as administer state and regional conferences.

The Continuing Education Unit is awarded for satisfactory completion of a professional development program. Permanent records are maintained by the office and transcripts are available upon request.

For further information, call or write the Office of Continuing Education.

Cullum Lecture Series

Augusta College offers an inter-disciplinary educational program referred to as The Cullum Lecture Series. It often deals with non-Western cultures, focusing on a "Third World" country in the spring through visiting scholars, films, theatrical productions, and art exhibits. Occasionally the program's format is modified to include a study of our own culture and society. The program is made possible by a grant from the Cullum Foundation of Augusta and is open to the community.

Media Services

Media Services, located in Hardy Hall, provides Augusta College with professional film and video productions. Media Services scripts and produces television, films, slide-tape, and audio programs for academic departments and schools; produces public information programs; and supports the teaching of film and television courses at the college.

Admissions

The Office of Admissions is anxious to assist prospective students. Office personnel are available from 8 a.m. to 5 p.m., Monday through Friday, to provide general information, applications, catalogs, and specific information about college programs and admissions procedures. In addition to the availability of materials during regular hours, the college Department of Public Safety is open on weekends and maintains a supply of college catalogs and application materials for distribution.

Graduate applications to Augusta College are considered on an individual basis. After all required data have been received, applicants will be notified by letter of the action taken. Although the University System of Georgia sets certain minimum standards for admission, the individual institutions retain the right to impose additional requirements. Accordingly, the college reserves the right to refuse admission to any applicant who, in its judgement, is not qualified to pursue graduate-level work at Augusta College. Such a decision may be based on a variety of factors: social maturity, character, or intellectual achievement as measured by entrance examinations.

Similarly, the college reserves the right to determine the level of admission. Clearly, some students will meet all admission standards and will enter as regular graduate students. Other students who fail to meet one or more of the admission standards may be admitted as provisional graduate students or as non-degree students.

Application Materials and Catalog

Candidates seeking admission to the college must file an official application for admission with the Office of Admissions. Applications and catalogs are free of charge and may be requested by mail, by telephone, or by visiting the office. The mailing address for the Office of Admissions is 2500 Walton Way (10), Augusta, Georgia 30910. Telephone number (404) 828-3301. Students are encouraged to visit the campus. However, an appointment is recommended if a campus tour or interview is desired.

Application Deadline and Fee

The application form and all supporting documents must be received by the Office of Admissions no later than 30 days before the beginning of the quarter in which the applicant wishes to enroll. A \$10 nonrefundable application fee must accompany the application.

Because of additional time required for processing, foreign student applicants are encouraged to apply well in advance of the application deadline. A student who does not register in the quarter for which he is admitted and who wishes to attend a later quarter must notify the Office of Admissions at least 30 days prior to the desired quarter of entrance. If one year has expired since the initial application, he must file a new application and pay another application fee.

Documents Required for Admission

It is the responsibility of the applicant to request that documents required for admission be forwarded to the Office of Admissions. These documents become the property of the college and are not returned to the applicant. Candidates are considered when all required documents have been received, and they are notified of a decision by mail.

The following must be submitted to the Office of Admissions when applying for graduate admission:

1. A formal application and \$10 application fee.
2. Two official transcripts from each college attended. The two transcripts must be sent directly from the issuing agency to the Office of Admissions, Augusta College, Augusta, GA 30910. Graduates of Augusta College will submit only official transcripts of college credits earned elsewhere after graduation from Augusta College.
3. Three letters of recommendation from former teachers or other nonrelatives who have direct knowledge of the applicant's potential to succeed at and benefit from a graduate program.
4. An official copy of scores on the national standardized examination appropriate to the degree objective. Applicants for the Master of Business Administration program must submit scores on the Graduate Management Admission Test (GMAT). Master of Education applicants must submit scores on the Commons Test of the National Teachers Examination (NTE) or the Graduate Record Exam Aptitude Test (GRE). Specialist in Education applicants must submit scores on the Commons Test and the Area Test of the NTE or the GRE Aptitude Test. Applicants seeking a Master of Science with a major in psychology must submit scores on the

GRE Aptitude Test. The scores must not be more than five years old. They must be sent directly from the issuing agency to the Office of Admissions.

5. A 150-200 word statement which expresses the basis of your interest in enrolling in a graduate program at Augusta College. Give attention to immediate academic goals and to future professional goals.
6. Foreign students whose native language is other than English are also required to submit the examination scores of the Test of English as a Foreign Language (TOEFL) and a financial statement form provided by the Office of Admissions.

Evaluation of Transfer Credit

An evaluation of graduate course work taken at a regionally accredited college or university is made by the Augusta College school or department which has primary responsibility for the applicant's degree program. Course work used to fulfill a degree requirement elsewhere cannot be counted toward a graduate degree at Augusta College. No more than 15 quarter credit hours or their equivalents can be transferred and applied toward a master's degree. No more than 10 quarter credit hours or their equivalents can be transferred and applied toward the Specialist in Education degree.

Foreign Students

Special information and application materials for foreign students may be obtained upon request from the Office of Admissions. In addition to satisfying the regular requirements for admission, foreign candidates must provide documented evidence of adequate financial support to meet educational and personal expenses and demonstrate adequate oral and written proficiency in English.

Foreign students are required to take the Test of English as a Foreign Language (TOEFL). A minimum total score of 550 is required for admission consideration.

Because additional processing time is required, foreign students should submit the application and all supporting documents at least ninety (90) days prior to the desired quarter of entrance. All correspondence to the college should be sent air mail, and foreign educational certificates and diplomas should include English translations. The Certificate of Eligibility (Form I-20) cannot be forwarded to the foreign application until an offer of acceptance has been extended.

Transient Students

A transient graduate student is a graduate-degree candidate at another institution who is granted the privilege of temporary registration at Augusta College for one quarter. He may renew his status for a second quarter or apply for admission as a regular degree candidate.

Each applicant for admission as a transient student must (1) file a completed application form, and (2) submit a letter stating that the student is in good standing from the registrar of the college in which he is enrolled.

Admission as a Non-Degree Student

A non-degree student is a classification reserved for students interested in enrolling at Augusta College without pursuing a graduate degree. The non-degree student may be classified as a transient graduate student or as a post-baccalaureate or post-graduate student.

Former Student Readmission

A former Augusta College student who has been enrolled at Augusta College as a post-baccalaureate, post-graduate, or graduate student and who has missed a

quarter of enrollment (other than summer) must file a Former Student Application form with the Office of Admissions. Only those former students who have not been enrolled at another regionally accredited institution subsequent to their last enrollment at Augusta College are eligible to file a Former Student Application. While there is no application fee required, the former student application should be filed at least 30 days prior to the desired quarter of entrance. The application form may be obtained by calling or visiting the Office of Admissions.

Admissions Notification

Applicants to the college will be notified by letter as to the conditions of their acceptance. Included in the same mailing will be orientation and registration dates and the name of the faculty advisor.

The college retains the right to release admissions decisions to colleges.

Expenses and Business Regulations

General Business Regulations

Expenses are charged and payable by the quarter since each quarter constitutes a separate unit of operations. A student may enroll at the beginning of any quarter.

To insure sound financial operation and conformity with the policies of the Board of Regents, certain regulations must be observed.

All payments are to be made to the Business Office. Fees and charges may be paid in cash or by check in the amount of the student's bill. If a check given for a student's bill is not paid on the presentation to the bank on which it is drawn, a payment of a \$5.00 service charge will be required. Other returned checks will also require the payment of a \$5.00 service charge.

Fees and charges are subject to change at the end of any quarter.

Registration at the beginning of each quarter is not complete until all general fees have been paid and no student may be admitted to classes without having met his financial obligations.

Augusta College reserves the right to withhold all records (diplomas, transcripts, etc.) and/or disenroll students who fail to meet financial obligations to Augusta College.

Application Fee

A fee of \$10.00 must accompany a prospective student's application for admission. This fee is not refundable and does

not apply toward registration or matriculation fees.

Matriculation Fee

The matriculation fee is charged to all students. Those registering for 12 quarter hours or more will be charged \$215 per quarter. Students registering for fewer than 12 quarter hours will be charged at the rate of \$18.00 per quarter hour.

Out-of-State Tuition

Non-residents of Georgia registering for 12 or more credit hours must pay a fee of \$430 per quarter in addition to all regular fees. Students carrying fewer than 12 credit hours in a quarter who are not legal residents of the State of Georgia will pay at the rate of \$36 per quarter hour (See page 24 for classification of students as residents or non-residents and contact the Office of Admissions or Student Records for more information pertaining to establishing legal residence in Georgia.)

Student Services Fee

Each student will be charged a non-refundable Student Services Fee of \$15.00 per quarter. This fee is used to defray expenses for essential student services not normally covered in the instructional and educational budget.

Athletic Fee

Each student will be charged a non-refundable Athletic Fee of \$20.00 per quarter. These funds are used to support

the varsity athletic program for both men and women.

Motor Vehicle Registration Fee

Adequate parking facilities are provided for the convenience of the large number of students commuting from neighboring towns.

All motor vehicles must be registered. Parking permits are available in the Public Safety office. An annual permit, which is valid for the academic year only (3 quarters), may be purchased for \$8.00. A second permit will cost \$1.00.

Late Registration

Students who do not register and pay fees at the time designated for registration in the college calendar will be charged a late Registration Fee of \$15.00.

Graduation Fee

The fee is \$22.50 for the master's or Specialist in Education diploma and cap, gown, and hood. This is payable at the time the student applies for graduation no later than the mid-term date of the quarter preceding the final quarter of course work.

Transcript Fee

A student who has discharged all financial obligations to the college is entitled to receive on request and without charge one transcript of his full academic record. A charge of \$1.00 will be made for each additional transcript.

Change of Schedule Fee

A fee of \$4.00 is charged for each schedule change made by the student after registration. No charge is made if the change is initiated by the college.

Music Fees

Private instruction in piano, organ, orchestral instruments, voice, or composition, two one-half hour lessons or one 1-hour lesson each week, for two quarter hours credit, carries a charge of \$45.00 in

addition to the matriculation fee.

Secondary applied music instruction, consisting of one half hour lesson per week for one quarter hour credit, carries a charge of \$25.00 in addition to the matriculation fee. There is no special music fee for class piano.

Applied music instruction is available to any Augusta College student upon payment of the music fee.

Other Expenses

In estimating costs of attending Augusta College, miscellaneous expenses such as books and supplies should be considered.

Summary of Fees

**Application Fee, non-refundable
(all new admissions)** \$10.00

General Fees (per quarter)	Residents of Georgia	Non-Residents
Matriculation Fee		
12 or more quarter hours	\$215.00	\$215.00
Fewer than 12 (per hour)	18.00	18.00
Non-Resident Tuition		
12 or more quarter hours		430.00
Fewer than 12 (per hour)		36.00
Student Services Fee	15.00	15.00
Athletic Fee	20.00	20.00

Privilege Fee (as applicable) all students	
Late Registration	\$15.00
Graduation	
—Graduate Student	22.50
Transcript, first one free, each additional	1.00
Change of Schedule	4.00
Course Credit by Examination, per hour	3.00
Motor Vehicle Registration Fee	8.00

Refunds

Official Withdrawal from College. Refunds will be made at the end of the quarter in which the withdrawal is made. Students who officially withdraw with a clear record within the time specified after the scheduled registration date may receive refunds as indicated:

Time of Withdrawal	Percent Refunded
Not more than one week	80
Not more than two weeks	60
Not more than three weeks	40
Not more than four weeks	20
More than four weeks	0

Unofficial Withdrawal from College. No refund will be made to a student who withdraws from college without filing official withdrawal forms with the Registrar's Office.

Reduction in Course Load Initiated by the College. If a course is dropped by the college from the quarter's schedule, students affected will be due a refund on the difference between total fees paid and charges on the amount of course work remaining.

Reduction in Course Load Initiated by the Student. The refund of matriculation fees and non-resident tuition is limited to withdrawal from the Institution and not for dropping of individual courses. Student Services Fee and Athletic Fee will not be refunded when withdrawing.

Preregistered students withdrawing prior to the official registration date will be refunded all matriculation and tuition fees including the Student Service Fee and Athletic Fee.

Residence Classification

If a student is over 18 years of age, he may register as a resident student only upon showing that he has been domiciled in Georgia for at least twelve months prior to the registration date. Any period of time during which a person is enrolled as a student in any educational institution in Georgia may not be counted as a part of

the twelve months' domicile and residence herein required when it appears that the student came into the State and remained in the State for the primary purpose of attending a school or college.

A student who is under 18 years of age at the time he seeks to register or re-register at the beginning of any quarter will be accepted as a resident student only upon his presenting evidence that his supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration or re-registration.

In the event that a legal resident of Georgia is appointed as guardian of a non-resident minor, such minor will not be permitted to register as a resident student until the expiration of one year from the date of appointment, and then only upon proper evidence that such appointment was not made to avoid payment of the non-resident fee. If the parents or legal guardian of a minor changes residence to another state following a period of residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve months' period the student may continue his registration only upon payment of fees at the non-resident rate.

In the event that a woman who is a resident of Georgia and who is a student in an institution of the University System marries a non-resident of the State, the woman will continue to be eligible to attend the institution on payment of resident fees, provided that her enrollment is continuous and she maintains state of Georgia residency.

If a woman who is not a resident of Georgia marries a man who is a resident of Georgia, the woman will not be eligible to register as a resident student in a University System institution until she has been domiciled in the State of Georgia for a period of twelve months immediately preceding the date of registration.

Non-resident graduate students who hold assistantships that require at least one-third time service may register as students in the institution in which they

are employed on payment of resident fees.

Military Personnel

Active duty military personnel and their spouses and legal dependents stationed in Georgia may qualify for waiver of non-resident tuition. Military personnel should contact the Education Center at their installation for information about current financial and other assistance available to them as members of the armed forces. All military personnel planning to use military tuition assistance programs to defray expenses associated with matriculation at Augusta College should be sure to coordinate with the Director of Admissions for guidance as to procedures.

Veterans' Education Benefits

See statement on page 32 and contact the Office of Veterans' Affairs for further information.

Foreign Students

Foreign students who attend institutions of the University System under the sponsorship of recognized civic or religious groups may be enrolled upon the payment of resident fees, provided the number of such foreign students in any one institution does not exceed the quota approved by the Board of Regents for that institution.

All aliens shall be classified as non-resident students; provided, however, that an alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a Declaration of Intention to become a citizen of the United States shall have the same privilege of qualifying for residence status for fee purposes as has a citizen of the United States.

In addition to the regular admission requirements, students from countries whose native language is other than English must present evidence that their ability to speak, read and understand English is adequate to undertake academic studies. Scores from the "Test of English as a Foreign Language" are used to determine

proficiency. Test scores should be furnished the Admissions Office at the time of application.

Foreign students must, prior to admission, furnish evidence that they have sufficient funds to defray living expenses in the United States and the required college matriculation fees.

Teachers

Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in University System institutions on the payment of resident fees.

Employees

All full-time employees in an institution of the University System, their spouses, and minor children may register for courses on the payment of resident fees, even though the employee has not been in residence in Georgia for a period of twelve months.

Senior Citizens

All persons 62 years of age or older are eligible to enroll in units of the University System free of charge on a space available basis. Additional information concerning this type of enrollment may be obtained from the Office of Admissions.

Financial Assistance for Students

The Office of Financial Aid provides financial assistance to students who, without such help, would be unable to attend college. The primary responsibility for financing a college education should be assumed by the student and his family. A student who needs financial assistance is expected to work for and borrow a reasonable portion of the funds needed to meet expenses. The student's family is expected to make a maximum effort to assist in the payment of the expenses involved.

Financial assistance is available from a variety of federal, state and private sources. There are basically three types of aid:

gift assistance (grants and scholarships), loans, and employment. An eligible student may receive one or more types of aid.

Forms and information concerning applications or assistance are available from the Office of Financial Aid. To apply for assistance, a student must submit an Augusta College Application for Aid and file a Financial Aid Form with the College Scholarship Service. No award is made until the applicant has been officially admitted to the college. Students are urged to apply for aid in January or February of the calendar year they plan to enroll. Applications completed by April 1 will be given priority in awarding Fall Quarter aid. Aid is not normally available for new students entering the Summer Quarter. Students attending only during the Summer Quarter are not eligible for aid programs administered by the College.

To be eligible to receive aid under any of the federal programs a student must (1) be accepted for or enrolled at least half-time in a program leading to a degree; (2) be a citizen of the United States or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of the Trust Territory of the Pacific Islands; (3) demonstrate financial need; and (4) be making satisfactory progress in the course of study being pursued.

Grants

Law Enforcement Personnel Dependents Grant (LEPD). Non-repayable grants available to eligible Georgia residents who are dependent children of law enforcement officers, prison guards, or firemen who were permanently disabled or killed in the line of duty. The Georgia Student Grant Application and the Financial Aid Form are required.

Loans

CSRA Veterans Foundation Emergency Loan Fund. Short term emergency loans available to veterans and their de-

pendents who have been residents of the CSRA for at least one year and who have legitimate financial emergency affecting them as students at Augusta College. Apply through the Augusta College Office of Veteran's Affairs.

Guaranteed Student Loan. Low interest (9%) educational loans available to graduate and undergraduate students through a bank, savings and loan, credit union, or Guaranteed Student Loan agency in the student's state of legal residence. Repayment begins 6 months after the student ceases to be enrolled at least half-time. A Georgia resident may borrow directly from the state agency if unable to obtain the loan from local lenders. The Guaranteed Student Loan Application and Needs Test are required.

James M. Hull Rotary Educational Fund, Inc. For information contact the Office of Graduate Studies.

National Direct Student Loan (NDSL). Long term, low interest (5%) loans available to graduate and undergraduate students. Repayment begins 6 months after student ceases to be enrolled at least half-time. In some instances, teachers of handicapped students or teachers in schools designated as low income (Title I Schools) may cancel a portion of their loans through service. Eligibility is determined by the Office of Financial Aid based on the Financial Aid Form need analysis.

State Direct Student Loans. Service cancellable, loans made to Georgia students preparing for professions in which there is a critical manpower shortage in Georgia. Recipients of service cancellable loans for approved critical fields of study, for teachers pursuing certification in approved areas of special education, or for Georgia National Guard members may qualify to cancel all or a portion of their loan by approved service in Georgia. State Direct Student Loan Application is required.

Work

College Work-Study Program (CWSP). A federal need-related aid program which provides part-time work to

graduate and undergraduate students enrolled at least half-time. The Office of Financial Aid determines eligibility and handles placement of students in jobs on campus or at approved off-campus locations. The Financial Aid Form need analysis is required.

Student Assistant Program. On-campus jobs, financed by the College, are also available. Each department has its own funds for this program. Inquiries should be made directly to departments having vacancies.

Scholarships

Detailed information about scholarships may be secured from the Director of Financial Aid. Students should contact that office concerning scholarships offered by local or national foundations, organizations, and individuals.

American Business Womens Association, Charter Chapter. Awarded on basis of scholastic ability and need.

Augusta Association for Retarded Citizens Scholarship. Awarded to a student majoring in a field related to servicing the needs of retarded citizens.

Sherman Drawdy Graduate Scholarship in business administration. Awarded to a graduate student in the M.B.A. Program based on academic merit and need. Apply through the School of Business Administration.

Harvey Duncan Memorial Scholarship. Awarded to a graduate of a Richmond County high school, or a teacher or other employee of the county public school system, who intends to remain in the field of professional education. The scholarship is based on scholastic excellence. Contact the Director of Admissions for details.

Kiwanis Club of Augusta Scholarship Fund. Annual award to deserving and needy students who reside in the vicinity of Augusta.

Martinez Merchants Association Scholarship.

Jeanette Rankin Foundation Award. Assistance offered to women, aged 35 or older, who wish to pursue a formal program of education to prepare for work.

Applications available from: Jeanette Rankin Foundation, P. O. Box 4045, Athens, Ga. 30602.

Regents Opportunity Scholarship. A state program for historically disadvantaged students who are residents of Georgia enrolled full-time in a graduate degree program. Contact the Office of Graduate Studies for details.

George A. Sancken Scholarship. Awarded to a graduate or undergraduate student who is a resident of the CSRA on the basis of academic achievement, extracurricular activities and financial need. Inquiries should be addressed to the Chairman of the Student Financial Aid Committee.

Student Activities Grants. Full or partial tuition paid to certain officers of the Augusta College Student Government Association, and certain Bell Ringer and White Columns staff members in exchange for services.

Student Personnel Services

Augusta College offers a well-organized and varied program of services designed to supplement and complement the formal academic program. The Dean of Students is charged with the responsibility for providing experiences which will ultimately contribute to a comfortable and well-adjusted student and member of society.

The Office of the Dean of Students, located in Payne Hall, coordinates Admissions, the Counseling Center, Discipline, Financial Aid, Placement, Housing, Insurance, Registrar, Student Activities and Testing.

Orientation

On the first day of each quarter, a special program is offered for all new students to acquaint them with some of the facts and features of the College. New students receive assistance and information in the scheduling of classes, academic requirements, the geography of the campus, organizations, clubs and other agencies on campus.

Athletics

Augusta College is affiliated with the National Collegiate Athletic Association (NCAA). Augusta College supports men's teams in baseball, basketball, golf, soccer, and tennis. Augusta College supports co-ed teams in cross country and swimming. As a member of the National Association for Intercollegiate Athletics for Women (NAIAW), Augusta College supports

women's teams in basketball, tennis, and volleyball. An intramural sports program is offered throughout the school year for both men and women, with a variety of sports being offered each quarter.

Career Planning and Placement

The Career Planning and Placement Office provides assistance in job placement and career development and exploration to all currently enrolled students and alumni of Augusta College. The office is located on the third floor of the College Activity Center and is open Monday through Friday from 9:30 a.m.-12:30 p.m. and 1:30-3:30 p.m. Appointments for those who work during the day can be made upon request.

Some of the primary activities of the office include:

- ... maintaining Job Books on full and part-time employment opportunities as well as seasonal and temporary jobs
- ... scheduling on-campus recruiters
- ... offering assistance and guidance in resume preparation and interview techniques
- ... offering Credentials Service for teacher education majors
- ... planning annual Career Day
- ... coordinating Co-operative Education program
- ... maintaining an employer library containing literature on local and national companies
- ... maintaining an extensive career and

job information library containing career directories and planning references, current periodicals, and books and tapes dealing with the job search, resume development, interviewing and careers.

All services of the office are free.

College Activities Center

The College Activities Center, housed in a modern and attractive building, serves to complement and enrich student life at Augusta College through an organized program and varied facilities. The first floor contains the cafeteria, the snack bar area, and the college bookstore. The second floor houses the student lounge, a TV room, game rooms, large and small group meeting areas, and offices for student activities, student government, and student publications. On the third floor, facilities are available for placement and veterans' affairs. The Towers Room occupies the fourth floor of the Center.

Counseling Center

Most students have personal concerns at some time during their college careers which may interfere with academic or social success. Augusta College maintains a well-equipped and professionally staffed Counseling Center to assist students with such problems, whether personal, vocational, or educational.

A variety of tests, which includes a computer terminal for SIGI (System of Interactive Guidance Information), are available to help the student in selecting a major, choosing a career, evaluating study habits and attitudes, and assessing personality and values.

The Counseling Center is located in Bellevue Hall. All services are free to Augusta College students and all interviews and test results are completely confidential.

Discipline

Augusta College has defined the relationships of students as members of the college community through the document, Student Rights and Responsibilities. The document is available to all members of the college community through the Office of the Dean of Students.

The students of Augusta College have established a precedent of exemplary behavior as members of the college and civic communities. Individuals and groups are expected to observe the tradition of decorum and behave in a way which would not precipitate physical, social, or emotional hazards to other members of the college community. Improper behavior is a breach of tradition and inconsistent with the aims and objectives of the college. Such behavior subjects the student to disciplinary probation, suspension, expulsion, or other appropriate disciplinary measures. The student shall be notified in writing of his right to appeal the decision of the college official or judicial body.

Housing

Augusta College is a non-dormitory institution. Housing is a matter left to the discretion of the student. However, the Office of the Dean of Students maintains a list of available housing in the Augusta area and interested students should contact the Associate Dean of Students.

Insurance

By special arrangement the college approves a student insurance policy which provides benefits for accidents and accidental death and dismemberment. The magnitude of student participation in the plan allows the insurer to offer excellent benefits for a minimal premium.

Applications for student insurance may be made at quarterly registrations.

Organizations

Honorary

Phi Kappa Phi—The Augusta College Chapter of Phi Kappa Phi National Honor Society seeks to promote excellence in scholarship at Augusta College. Members are selected on the basis of outstanding academic achievement.

Religious and Spiritual

Augusta College Christian Fellowship—is an interdenominational group whose purpose is to help interested students develop as Christians through regular and meaningful study of the Bible.

Baptist Student Union—The Baptist Student Union is a church-sponsored group open to Baptists and other interested students. Its purpose is to enhance the spiritual life of its members through group discussion and speakers.

Wesley Foundation—Sponsored by the Methodist Church, the Wesley Foundation seeks to provide fellowship and religious instruction to all interested students.

Service and Special Interest

AC Jazz Ensemble—The Augusta College Jazz Ensemble is open to all AC students interested in promoting jazz and gaining experience by performing.

Association for Computing Machinery—The Augusta College Chapter of the Association for Computing Machinery was chartered in 1981. The chapter was organized and operates exclusively for educational and scientific purposes. The chapter promotes a greater interest in computing machinery and an increased knowledge of the science. Any full-time student of Augusta College may become a member.

Black Student Union—The Black Student Union is an organization open to all students dedicated to promoting the history of black heritage.

Choir—The Augusta College Choir is open to all Augusta College students with tryouts held at the beginning of each quarter. The Choir performs music in

many styles, and makes tours to area high schools, surrounding colleges, and nearby cities.

Concert Band—The band is open to all students who share an interest in band and wind ensemble music.

Drama Club—The Augusta College Theatre stages one production each quarter, with membership open to all interested students. In addition to perfection of acting techniques, students learn set design, make-up technique, and business management.

Jaguar Pep Club—The Jaguar Pep Club was chartered in 1981 with the purpose of promoting school spirit among the students attending Augusta College. The club is headed by co-presidents and meets twice a month.

Pep Band—The pep band is made up of members of the concert band and performs at home basketball games.

Veterans Association—The Veterans Association is open to veterans, dependents of veterans, and other students drawing benefits from the Veterans Administration. The purpose of the organization is to give students the opportunity to share common experiences and to promote activities of direct benefit to veterans and affiliated members.

Student Activities

The Director of Student Activities is charged with the responsibility for organizing and implementing a variety of social and nonacademic college functions. The Office of Student Activities is located on the second floor of the College Activity Center and serves as a clearinghouse for activities and announcements revolving around the social life of the student population.

A number of student services are provided by the Student Activities Office including an hourly child care service, a sign printing and duplicating service, and a student book exchange.

The Student Activities program is designed to provide opportunities for invol-

vement and leadership through a broad spectrum of activities. Members of the Augusta College faculty serve as advisors to the organizations.

Clarks Hill

Augusta College leases 39.5 acres of land located approximately thirty-five miles from the campus on the Georgia side of the Clarks Hill reservoir. The site is being developed for the recreational enjoyment of the students, faculty, and staff of Augusta College and students of the Medical College of Georgia. Development of the site is a student project which is made possible through allocations of a portion of the Augusta College and Medical College student activity fees. Facilities available at the Augusta College site include a lodge, picnic area, boat launching ramp and dock, camping area, beach and swim float. The lodge is furnished and equipped with tables and chairs, kitchen supplies, dressing room areas, a juke box, and sports equipment. A full-time caretaker lives on the property and a lifeguard is on duty on weekends during the summer months.

Certain rules and regulations have been structured for the protection of all persons using the Clarks Hill site. Copies of these rules and further information may be obtained in the Office of Student Activities.

Cultural and Entertainment Programs

A wide spectrum of cultural and entertainment programs is provided for students through the dance-concert series, film series, and Lyceum series. Outstanding members of the creative and performing arts are brought to campus in an ongoing effort to enrich the educational, personal-social, and cultural components of the student life.

Student Government

The Student Government Association exists to provide a mechanism for student input into the decision-making process of the college, and to promote programs and activities of interest to students.

The SGA is composed of an executive, a legislative, and a judicial branch, as well as a Student Union Board. The executive branch comprises the offices of president, vice-president, secretary, and treasurer, who are responsible for coordination of various committees and activities. The Student Senate, composed of representatives from each academic department, serves to funnel student feelings and make known student interests. The Student Union Board coordinates all campus social functions. The Student Judicial Cabinet renders judgement in cases referred to it by administrative officials, as well as in cases of students' appeals of traffic citations. The Interclub Council is incorporated into the Student Government Constitution in the by-laws. It comprises representatives from each of the chartered campus organizations. The council exists to promote coordination for club activities.

Copies of the Student Government Constitution are available in the Student Government Office and the JAGUAR student handbook.

Student Publications

The BELL RINGER is the official student newspaper. It is published on a bi-weekly schedule by a student staff.

WHITE COLUMNS is the college's yearbook. It is compiled and edited by students with the advisement of the Associate Dean of Students.

SAND HILLS is the student literary magazine. It is published annually by a student staff.

JAGUAR is the student handbook. It is published annually by the Student Activities Office.

Testing Center

The Testing Center provides a campus-wide service to the college, its various departments, and to individual students. Data is gathered through testing to aid in understanding present situations, the setting of goals for the future, and the determination of immediate steps that

need to be taken to achieve these goals. The center administers tests and inventories to individuals and groups.

A wide array of personality, interest, aptitude, achievement, and intelligence tests and inventories are available to students at no cost. The center also provides such counseling services as relate to testing areas.

The Institutional Admissions Testing Program, the Regents Testing Program, the University System of Georgia Basic Skills Examinations, and other institutional testing programs are administered under the supervision of the Director of Testing, who also schedules and conducts national testing programs such as the National Teacher Examinations, Graduate Record Examination, Law School Admission Test, Graduate Management Admission Test, Medical College Admission Test, Miller Analogies Test, College-Level Examination Program, American College Testing—Proficiency Examination Program.

Veterans' Affairs

Augusta College maintains a full-time Office of Veterans' Affairs (OVA) to assist veterans in maximizing their educational experience. The OVA coordinates and/or monitors AC and VA programs, policies, and procedures as they pertain to veterans.

As students at Augusta College, veterans and certain other persons may qualify under Chapters 31, 32, 34, or 35, Title 38, UNITED STATES CODE, for financial assistance from the Veterans Administration (VA). Eligibility for such benefits must be established in accordance with policies and procedures of the VA. Interested persons are advised to investigate their eligibility early in their planning for college. Pertinent information and assistance may be obtained from the Augusta College Office of Veterans' Affairs.

New or returning students should make adequate financial provisions for one full quarter from other sources, since payments from the VA are sometimes delayed.

The Office of Veterans' Affairs furnishes to the Veterans Administration certifications of enrollment. Eligible persons should establish and maintain contact with the OVA to insure their understanding of and compliance with both VA and college policy, procedure, and requirements, thereby insuring timely and accurate receipt of benefits and progress toward an educational objective.

Each person receiving VA education benefits payments is responsible for insuring that all information affecting his/her receipt of benefits is kept current, and each must confer personally with the staff in the OVA at least once each quarter to keep his/her status active and current.

Program Accessibility for Handicapped Students

The college deals with handicapped students on an individual basis. Hopefully, waivers or drastic changes in the curricula will not often be needed; however, modifications in meeting existing requirements will be allowed according to individual need. In order that individual needs are met, a Coordinator of Academic Programs for the Handicapped has been designated to act as liaison between students and faculty members, helping to develop programs for the handicapped as the need arises. For more information, contact the office of the Dean of Students.

Public Safety Services

Services provided by the Public Safety Division include: escort service upon request, engraving of personal property, correcting minor vehicle problems, and most importantly, twenty-four hour police protection and first aid which have priority over other services.

Academic Regulations

The academic program of Augusta College is administered by the School of Business Administration, the School of Education and the School of Arts and Sciences, each headed by a dean. These units, including the appropriate departments, furnish the basic organization of the faculty and provide the framework for the generation and maintenance of quality education in the variety of courses and programs listed in the catalog.

The Committee on Academic Policies, the Augusta College Curriculum Committee, and the Graduate Council serve as the major sources for recommendations to the faculty on policies in these areas. The faculty reserves the right to recommend changes in curricula, and in rules, at any time when in its judgement such changes are in the best interest of the student and Augusta College.

Registration at Augusta College involves the student's acceptance of the official academic regulations. The student is expected to follow the program outlined by his school or department and should do sufficient planning, in consultation with his faculty advisor, to avoid scheduling difficulties which may impede his normal academic progress.

The student should plan his program so as to meet the core curriculum, graduation, and major and minor requirements.

Student Records

Permanent academic records are maintained by the Registrar in the Office of Student Records located on the main

floor in Payne Hall. Under the provisions of the Family Educational Rights and Privacy Act of 1974 (often referred to as the "Buckley Amendment"), a student attending a post-secondary educational institution may examine his permanent record maintained by the institution to assure the accuracy of its contents. This act also provides that no personally identifiable information will be released to any party not authorized to have access to such information without the written consent of the student.

Unit of Credit

Augusta College is organized on the quarter system. Each of the three quarters in the regular session extends over a period of approximately 11 weeks, which includes 10 weeks of instruction.

The quarter hour is the unit of credit in any course. It represents a recitation period of one fifty-minute period a week for a quarter. A course meeting five periods a week would thus give credit of 5 quarter hours when completed satisfactorily. For credit purposes, two laboratory or activity periods are counted as the equivalent of one recitation class period.

A student may not receive additional hours of credit if he repeats a course in which he has already earned credit.

Student Load

The normal quarterly full course load for graduate students, or for any student enrolled in 600 or 700 level courses, is 15

quarter hours. It usually will be less for graduate student assistants.

Any exception to the 15 quarter hour course load for graduate students must be recommended by the student's advisor, supported by the graduate coordinator or departmental chairperson, and approved by the Dean of Graduate Studies in advance. In no case will a student enrolled in any number of graduate hours be permitted to enroll in more than 17 quarter hours. More than 15 quarter hours of enrollment is permitted only when the additional one or two hours are other than typical course work.

Augusta College Transient and Coenrolled Students

An Augusta College student must be in good standing and must obtain prior approval to enroll in any and all credit courses at any other institution as a transient or coenrolled student. This prior approval of each course must be obtained from the Augusta College department or school that offers a course most comparable to the one that will be taken elsewhere.

A student who has attempted a course at Augusta College and received a penalty grade in that course may not take that course as a transient or coenrolled student at another institution. (Penalty grades include F's, and WF's in all courses, and D's, F's and WF's in English 101, English 102 and major and minor courses).

A statement granting permission to attend another accredited institution will be provided by the Augusta College Registrar after departmental or school approval and approval of the Dean of Graduate Studies has been obtained.

Auditors

A student who has been admitted to Augusta College may be permitted to enroll in credit courses as an auditor on a non-credit basis. However, a student may not change his status from credit to audit or vice versa during the course. Credit

may not be earned in courses taken as an auditor except by re-enrollment for credit in, and completion of, the course with a satisfactory grade.

An auditor is assumed to be seriously interested in courses that he audits. Therefore, students enrolled as auditors are expected to attend class regularly and perform such other tasks as may be assigned by the instructor. Auditors who do not attend regularly will be dropped from the class with a grade of "W".

Course Changes

Courses may be dropped and (or) added only upon the approval of the student's faculty advisor. Course changes are not to be made at the whim of the student. In the case of the course changes, the student must initiate an "Add-Drop" form which can be obtained from the Registrar's Office.

The last day for late registration, as given in the college calendar, shall be the last day a student may enroll in a class.

Substitution of Courses

Each student is responsible for following the requirements of his selected program as specified in the bulletin and in accordance with the regulations of the bulletin. Variations in course requirements are permitted only upon petition and the written approval of the chairman of the department responsible for the required course and the appropriate dean. Variations from course requirements are approved only under exceptional circumstances and only in cases where courses of the same academic value and type can be substituted.

Graduate Grading System

Grade

A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0
WF	Withdrew, failing	0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

- I Incomplete—Student doing satisfactory work, but for non-academic reasons beyond the control of the student, was unable to meet the full requirements of the course. The maximum time for completing course work to remove an I is one quarter; otherwise, the I will be automatically changed to F. In the cases of theses, practicums, and internships, an I must be removed within one calendar year, or it will be changed to F.
- W Withdrawal, without penalty—The W will be assigned if the student officially withdraws from the course at midterm or before. A grade of WF will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.
- S* Satisfactory—Indicates satisfactory completion of degree requirements other than academic course work.
- U* Unsatisfactory—Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.
- V Audit—Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.
- K Credit by examination.

*These symbols are used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs, and the following courses:

BIO	495	Clinical Experience
EDU	500	Teacher Inquiry
EDU	677	Practicum with Remedial Reading I
EDU	678	Practicum with Remedial Reading II
EDU	735	Practicum in Elementary Education
EDU	737	Graduate Practicum Experiences — EMR
EDU	797	Internship in Elementary Education
EDU	799	Applied Project in Education
HSA	799	Internship-Practicum and Research
MAT	500	Quantitative Techniques for Administrative Problems
PSY	696	Externship/Internship
PSY	699	Research and Thesis

An average of B must be maintained on all courses attempted in a degree program.

Withdrawal From Class

The responsibility for initiating a withdrawal resides with the student. It is recommended that the student consult with his instructor and his academic advisor before action is taken to withdraw from a course. Forms for initiating a withdrawal may be obtained from the Office of Student Records. An instructor may withdraw a student for excessive absence. (See class attendance below for attendance policies and graduate grading system on this page for grading policy upon withdrawal.)

Class Attendance

The resources of Augusta College are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for the students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important

and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

It is recognized that the degree of class attendance may vary with the student, the professor, or the course. It is also recognized that, on occasions, it may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to the student's absences, including the making up of work missed, are to be arranged between the student and the professor.

All professors will, at the beginning of each quarter, make a clear statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each course professor.

Students must not be absent from announced quizzes, laboratory periods, or final examinations unless the reasons for the absences are acceptable to the concerned professors. Students should also understand that they are responsible for the academic consequences of their absences.

After the equivalent of one week of absences from a class, regardless of cause, the student is subject to being dropped from the class by the instructor. A student so withdrawn may appear before a board of review appointed by the Graduate Council for reinstatement. In the event a student is reinstated, he is fully responsible for making up all work missed while his case was pending.

Grade Changes

Any grade changes must be accomplished within the quarter immediately following the quarter in which the grade was originally reported unless the course has been programmatically excluded from this requirement by the dean of the appropriate school or department chairman of the unit in which the course is offered.

Student Grievances

The policy for consideration of student grievances of an academic nature can be found in the Augusta College Student Handbook.

Academic Standing

Determination of academic standing is based upon a student's cumulative grade point average, which is computed by dividing the number of hours attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. An average of 3.0 (B) must be maintained on all courses attempted in a graduate program.

Academic Honesty

In an academic community honesty and integrity must prevail. It must be so if the work done and the honors awarded are to receive their just respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members.

Definition

Academic honesty is the presentation for evaluation and credit of one's own work and not the work of others. In general, academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes the following:
 - a. Copying from another student's paper.
 - b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
 - c. Collaboration with another student during an examination.
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased

contents of an upcoming examination, or the use of any such material.

- e. Substituting for another person during an examination or allowing such substitution for oneself.
 - f. Bribery of any person to obtain examination information.
2. Plagiarism: This is the failure to acknowledge indebtedness; it is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
 3. Collusion: Collaboration (either professional or amateur) with another person in the preparation or editing of notes, themes, reports or other written work or in laboratory work offered for evaluation and credit unless such collaboration is specifically approved in advance by the instructor.
 4. Credential misrepresentation: This involves the use of false or misleading statements in order to gain admission to Augusta College or to gain employment at Augusta College. It also involves the use of false or misleading statements in an effort to obtain employment or college admission elsewhere, while one is enrolled or employed at Augusta College.

Faculty Responsibility

It is the duty of the faculty to practice and preserve academic honesty and to encourage it among the students. The instructor should clarify any situation peculiar to the course that may differ from the generally stated policy. He should furthermore endeavor to make

explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

Student Responsibility

It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about an item or situation, he should consult with his instructor.

Procedures

Any faculty member who encounters a violation of academic honesty by a student shall:

1. Discreetly confront the student and make the charges known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. If upon completion of this discussion the faculty member feels that punitive action stronger than an admonition is warranted, he will report the matter to the chairman of the department where the alleged violation occurred.
4. Each reported violation will be reviewed departmentally, and if it is clearly established that indeed a violation of academic honesty has occurred, a report outlining the offense will be submitted to the appropriate dean.

The dean shall:

1. Review each alleged violation of academic honesty.
2. If warranted, prescribe punitive action according to the following guidelines:
 - a. First Offense: Recommend to the instructor that the student be withdrawn from the course in which the violation occurred with a grade of F. Note the violation in the dean's file; this notation would under no circumstances be made available as a portion of the student's perma-

nent record and shall be destroyed upon completion of the student's course of study.

- b. **Second Offense:** Recommend to the instructor that the student be withdrawn from the course in which the violation occurred with the grade of F. The second violation shall result in automatic expulsion from Augusta College.
3. Notify the student in writing of the action taken and clearly explain the student's due process of appeal.
4. Notify the involved faculty member in writing of the action taken.
5. Direct the Registrar to initiate the proper withdrawal procedure and, in the case of a second offense, to enter the word "expelled" on the student's permanent record.
6. Maintain administrative records of all matters pertaining to violations of academic honesty.

Appeal Procedure

Should the student desire to appeal the decision for punitive action, he may request the office of the Dean of Students to arrange a hearing before the Student-Faculty Judiciary. In the event the student is dissatisfied with the findings of the Student-Faculty Judiciary, he may direct his complaint in writing to the President of Augusta College. Should he be dissatisfied with the President's decision, he may apply to the Board of Regents, without prejudice to his position, for a review of the decision.

Course Numbering

Graduate courses are assigned numbers from 500 to 799. Courses in the 500 series, although designed for the graduate student who needs to satisfy prerequisite requirements, are open to selected undergraduate seniors and are designed to prepare the student for further study. Courses in the 600 and 700 series are

open only to graduate students with exception that by action of the Graduate Council, post-baccalaureate students holding degrees may be allowed to enroll in 600 series courses. Courses with 700 numbers may have courses in the 600 series as prerequisites.

A master's student may enroll for graduate credit in certain specific courses which bear numbers from 400 to 499, inclusively. All courses that may be taken for graduate credit have an asterisk after the title in the catalog course description. No 400 level course may be used for graduate work unless its undergraduate enrollment is restricted to junior and senior students.

In no case may a student include more than fifteen quarter hours of work in courses whose levels are less than 600 to satisfy the sixty quarter credit hours minimum requirement for a master's program.

Any eligible student who wishes to earn graduate credit in a dual-listed course must enroll at the 600 level. No graduate credit may be earned in any dual-listed course if the student is enrolled in it at the 400 level.

The Area Teacher Education Service (ATES)

Persons wishing to take ATES courses should apply for admission to the college prior to the deadline for admission or have been formerly admitted and be in good standing. The college makes no prior commitment that courses taken in the ATES program will apply toward a degree. However, courses successfully completed in ATES may be applied toward a degree provided: (1) appropriate graduate admission is held at the time of enrollment in the course(s) (2) the student has cleared all plans with his advisor and received approval to include the course in a planned program of study.

Course credit to be applied toward a degree at Augusta College must be taken under the provisions outlined under **Graduate Admission**. A maximum of fif-

teen quarter hours of ATEs credit may be applied toward a master's degree at the college.

Students desiring degree credit should obtain approval of their advisor and register for ATEs courses which are cross-listed by Augusta College or submit course substitution requests for other ATEs courses.

General Degree Requirements

Degrees are conferred formally at the close of the spring quarter (in June) and at the close of the summer quarter (in August). Students who complete all requirements for the degree by the end of the fall or winter quarters receive degrees in June. Unless excused in writing by the president or the appropriate dean, degree candidates must attend graduation exercises.

A degree candidate is subject to degree requirements in effect at the time of initial enrollment. However, a student who is not enrolled for two or more consecutive years must satisfy requirements in effect at the time of his re-admission.

A student returning to Augusta College, after having transferred to another institution for two or more quarters, must comply with degree requirements in effect at time of re-admission.

Master's Degree Requirements

Admission Policies

For admission to graduate study the applicant must have completed requirements for the bachelor's degree in a regionally accredited college with a grade point average of not less than 2.5 on a 4.0 scale and attained satisfactory scores on the Graduate Management Admission Test, Graduate Record Examination Aptitude Test, or National Teacher Examination, Weighted Common Examinations (WCET), as appropriate. The score must not be more than five years old. If the applicant's undergraduate major was not

in the proposed field of study or if necessary preparation has not otherwise been completed, the school or department offering the graduate program may stipulate additional admission prerequisites. Letters of recommendation and transcripts should be forwarded to the office of the Director of Admissions.

Those who fail to meet one or more of the standards required for admission or who do not wish to pursue a degree program may be admitted under conditions specified at the time of admission by the school dean or department chairman or the school or department coordinator of the graduate program and the Dean of Graduate Studies, subject to the approval of the Graduate Council. (The school dean, department chairman, or school or department coordinator refers to the school or department in which the student plans to take the primary concentration.)

Advisement

Upon admission to graduate study for the master's degree each student will be assigned an advisor by his school dean or department chairman. The preferences of the student for a particular advisor should be considered. Prior to the comprehensive examinations each student will be assigned an advisory committee. This committee will ordinarily consist of the student's advisor, at least one other member of the graduate faculty from the school or department of specialization, and at least one other graduate faculty member outside that school or department.

Admission to Programs and Candidacy

An application for admission to candidacy for a master's degree should be submitted to the Dean of Graduate Studies not earlier than the completion of fifteen quarter hours of satisfactory graduate work, and not later than the first week of the final quarter in which the student is to be enrolled. Provisional gradu-

ate students must petition the Dean of Graduate Studies, through their academic advisors, to be admitted to a particular course of study leading to a master's degree on or before the time they complete fifteen quarter hours of admissible graduate credit. In any case, no more than 15 quarter hours of graduate credit earned prior to the student's being accepted as a regular graduate student may be counted toward a graduate degree program.

To be admitted to candidacy, a student must have satisfactory test scores, acceptable quality graduate work, classification as a regular graduate student, and the approval of his school or major department. Admissibility to candidacy is determined by the Graduate Council.

See individual programs for specific requirements for admission to candidacy.

Required Hours

For those master's programs which require a thesis, the minimum number of hours for graduation is forty-five quarter hours plus fifteen quarter hours credit for theses. Thirty of these credit hours must be in the major field. For those master's programs which do not require a thesis, sixty hours is the minimum, with a minimum of forty credit hours in the major field.

In compliance with the University System of Georgia policy, a minimum of one-half of the hours required for the degree must be earned in residence. A maximum of one-half of the hours required for the degree may be earned in courses offered off campus, including courses offered through the Area Teacher Education Services.

The non-thesis Master of Science program for students who major in psychology requires 15 quarter hours of credit for PSY 696 (**Internship/Externship**), and it is recommended also that the student acquire professional competence in his chosen area of specialization either through the internship or other appropriate experience.

Residence

No more than fifteen quarter hours of credits or their equivalents can be transferred from another institution. The student must be registered in the college during the quarter in which he completes his requirements for graduation. The total number of hours to be transferred must be recommended by the school or department offering the degree program.

Time Limit

All work including the thesis and the comprehensive examinations must be completed within a six-year period. This period includes work accepted for transfer and accepted through ATEs.

Language Requirements

Each department or school offering a major in the M.S. degree program will provide in its core requirements for an appropriate research tool. Examples of such tools would include one or more courses in computer science, research methodology, or statistics, or a means of measuring reading competency in a foreign language. If applicable, the Department of Languages and Literature will approve and, if appropriate, administer the examinations which measure language reading competency.

Thesis

A thesis may be required for the M.S. degrees. The thesis must meet the standards set by the Graduate Council. Any student following the thesis option will be guided in his thesis work by his advisory committee. When appropriate the student must file three typewritten copies of the thesis (original and two carbons) signed by the advisor and the Dean of Graduate Studies with the Office of Graduate Studies not later than two weeks prior to the date of graduation. (The Graduate Council may require these theses to be bound

at the student's expense). One copy at least should be permanently filed in the library.

A non-thesis option is applicable to the Master of Science degree. The non-thesis option is departmental; it is not an individual's option except as departmentally approved. The MBA and the MED degrees do not require theses.

Comprehensive Examination

Each student is required to take a comprehensive examination which is oral and/or written at the discretion of the school or department. The examination covers all work prescribed by the student's program and is administered by his advisory committee. An outside member of the graduate faculty will be present for the evaluation of the student via comprehensive examination and/or the defense of the thesis. This representative of the Graduate Council shall be from a different school or department than that of the student. The student must be registered at the time of his examination.

Application for Graduation

The application must be completed and filed with the Dean of Graduate Studies no later than the mid-term date of the quarter preceding the final quarter of course work.

Payment of Financial Obligation

No student will be permitted to graduate if he is in default on any payment due to the college.

Faculty Approval

Students must be approved formally for graduation by the faculty.

Master of Business Administration Degree Program

An Overview

Items to be submitted by master's degree applicants:

1. Application for Graduate Study.
2. Fee of \$10.00 check or money order (not required if previously admitted to Augusta College as a post baccalaureate student).
3. Two official transcripts from each institution attended.
4. Official scores on the Graduate Management Admission Test (GMAT).

Admission Criteria for Master's Degree Programs

Regular Admission

For regular admission, an applicant must present (1) a grade point average of not less than 2.5 on a 4.0 scale for all undergraduate work attempted and (2) an acceptable score on the Graduate Management Admission Test (GMAT). Applicants must hold an undergraduate degree from a regionally accredited college or university. Students from undergraduate backgrounds other than business administration may be required to complete prerequisite courses after admission to the degree program.

Provisional Admission

Applicants who do not have an acceptable grade point average for all undergraduate work attempted and/or do not have acceptable test scores may be considered for provisional admission. Those admitted provisionally will be required to complete fifteen hours of M.B.A. core curriculum graduate work at Augusta College with not less than a "B" (3.0) average to obtain regular admission status.

Minimum Requirements for Master's Degree Completion

A student must earn an overall graduate creditable grade point average of not less than "B" (3.0) in all course work attempted in the graduate program at Augusta College.

A minimum of sixty (60) quarter hours of course work is required.

A student must take a minimum of forty-five (45) of the required sixty (60) quarter hours at Augusta College.

All degree program requirements must be completed within a six-year period.

Master of Business Administration

The principal objectives of the Master of Business Administration degree are as follows:

1. To provide a modern, management-science-oriented program enabling the graduate to apply the more advanced techniques of decision-making now essential in the operation of business and other organizations.
2. To require that each candidate for the M.B.A. degree become well prepared in all of the functional areas of business and institutional administration.
3. To assure by careful control of admission and instructional standards that persons awarded the degree by Augusta College have achieved a high level of excellence.
4. To permit the fulfillment of appropriate roles in interinstitutional cooperation with the Medical College of Georgia with the establishment of a concentration in health services administration.

Students entering the program with the Bachelor of Business Administration degree normally will be able to complete the Master of Business Administration degree with as few as 60 quarter hours. The program, however, is designed to accommodate students from other backgrounds and a series of prerequisite courses in the 500 sequence is offered to provide these students the necessary background.

These courses are as follows:

		Quarter Hours
MAT 500	Quantitative Techniques for Administrative Problems	5
ECN 501	Economic Theory	5
ACC 502	Financial Accounting for Managerial Control	5

The particular courses needed by an individual student are determined in consultation with an advisor in the School of

Business Administration and are influenced by the student's previous academic experience. If a student's prior study has not included the area of legal environment he must include it within his graduate program. A course may be included within the electives area to meet this requirement.

Core Course Requirements

A group of eight core courses required of all students is designated by 600/700 sequence numbers as follows:

	Quarter Hours
ECN 601	Microeconomic Theory and Public Policy 5
ACC 602	Cost Accounting for Managerial Control 5
BUS 603	Managerial Finance 5
BUS 604	Marketing Management .. 5
BUS 605	Operational Planning and Data Analysis..... 5
BUS 606	Organizational Behavior .. 5
BUS 707	Organizational Theory and Management 5
BUS 708	Organization Policy and Control 5
	TOTAL 40

Elective Courses and Concentrations

Each student is required to take an additional 20 quarter hours to complete his program. The precise courses will be determined by the student in consultation with his advisor. No more than 10 of these hours may be elected from fields other than those taught in the School of Business Administration.

The formally structured optional concentrations that a student may choose to develop are: (1) administration, (2) accounting, and (3) health services administration.

The Administration Concentration

An administration concentration within the M.B.A. program is developed by a selection of 20 hours from the following courses in consultation with the student's advisor.

		Quarter Hours
BUS 591	Legal Environment of Business I.....	5
BUS 592	Legal Environment of Business II.....	5
BUS 593	Administrative Law.....	5
ECN 595	Selected Topics in Economics.....	Variable
BUS 599	Research in Business Administration.....	Variable
ECN 599	Research in Economics.....	Variable
BUS 608	Logistics Problems.....	5
BUS 611	Individual and Organizational Effectiveness.....	5
BUS 695	Selected Topics ...	Variable
BUS 699	Graduate Research in Business Administration.....	Variable
ECN 699	Graduate Research in Economics.....	Variable
BUS 709	Operations Research and Systems Analysis.....	5
ECN 710	Macroeconomic Theory and Public Policy.....	5
ECN 711	Econometrics.....	5
BUS 712	Special Problems.....	5
ECN 713	Special Problems in Economics.....	5
BUS 714	International Business....	5
ECN 715	Business Conditions Analysis.....	5
ACC 716	Corporate Applications of Accounting.....	5

The Accounting Concentration

An accounting concentration within the M.B.A. program is developed by a selection of 20 hours from the following courses in consultation with an assigned graduate accounting advisor.

		Quarter Hours
ACC 614	Advanced Cost Accounting.....	5
ACC 616	Advanced Accounting Theory.....	5
ACC 621	Advanced Accounting I ..	5
ACC 622	Advanced Accounting II ..	5
ACC 651	Federal Income Taxation...	5
ACC 652	Advanced Federal Taxation.....	5
ACC 671	Auditing.....	5
ACC 672	Advanced Auditing.....	5
BUS 695	Selected Topics ...	Variable
BUS 712	Special Problems.....	5
ACC 716	Corporate Applications of Accounting.....	5

It may be necessary to complete additional work in accounting theory prior to enrollment in graduate creditable courses for the accounting concentration. The minimum non-graduate requirements are:

ACC 311, Accounting Theory I
ACC 312, Accounting Theory II
ACC 313, Accounting Theory III, or the equivalent.

A student will not be permitted to count for graduate credit any 400-level course completed while the student is classified as an undergraduate, or non-graduate student.

The Health Services Administration Concentration (HSA)

An HSA option within the M.B.A. program is developed by a selection of 20 quarter hours from the following courses in consultation with the student's advisor.*

		Quarter Hours
HSA 595	Selected Topics in Health Services Administration.....	Variable
HSA 599	Research in Health Administration.....	Variable
HSA 661	Medico-legal Problems ...	3
HSA 662	Accounting and Finance for Health Institutions.....	5

HSA 663	Health Economics and Systems Planning	5
HSA 695	Selected Topics in Health Care	Variable
HSA 771	Hospital Organization and Institutional Planning	5
HSA 773	Health Delivery Systems Regulation and Control...	5
HSA 774	Policies and Decision-Making in Health Care ...	5
HSA 775	Health Care Financial Analysis	5
HSA 799	Internship-Practicum and Research (may be substituted for certain of the above courses on approval of the student's advisor). A research thesis is normally required	5-15

*Certain courses offered by the Medical College of Georgia may be substituted with the approval of the student's advisor.

Medical College of Georgia Graduate Courses

HS 610	Departmental Systems and Management Concepts..	3-5
HS 645	Health Information Systems	3

Admission to Candidacy (M.B.A.)

The specific requirement for admission to candidacy for the Master of Business Administration degree is passing a comprehensive examination administered by the School of Business Administration.

Master of Education Degree Program

An Overview

Items to be submitted by master's degree applicants:

1. Application for graduate study.
2. Fee of \$10.00 check or money order (not required if previously admitted to Augusta College as a post baccalaureate student).
3. Two transcripts from each institution attended.
4. Official scores on the Commons Sections of the NTE or the Aptitude Section of the GRE.

Admission Criteria for Master's Degree Programs

Regular Admission

For regular admission, an applicant must present (1) a 2.5 on a 4.0 scale grade point average (2) an acceptable score on the Aptitude Test of the Graduate Record Examinations or the Commons Test of the National Teacher Examinations. Applicants must hold an undergraduate degree from a regionally accredited college or university. For admission to some graduate majors, applicants must hold an undergraduate degree with a major in, or prerequisites for, the planned graduate field of study.

Provisional Admission

Applicants who do not have an acceptable undergraduate grade point average and/or do not have acceptable test scores may be considered for provisional admission. Provisional students will be required to complete 15 hours of graduate work at Augusta College with no grade of less than "B" to obtain regular admission status.

Minimum Requirements for Master's Degree Completion

A student must earn an overall grade point average of not less than 3.0 (B) on all graduate work attempted at Augusta College.

A minimum of 60 quarter hours of course work is required.

A student must take a minimum of 45 of the minimum required 60 quarter hours at Augusta College.

All work must be completed within a six-year period.

Research Requirement

All master's degree students are required to take an approved course in educational research.

Master of Education

The Master of Education program is designed for the teacher whose objective is to become a master teacher possessing the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performance. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field of study. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Major programs may be chosen from elementary education (options in early childhood education and middle grades), reading education, secondary education (concentrations in English, mathematics and social sciences), and special education (concentrations in mental retardation, learning disabilities, and interrelated). The School of Education offers the Master of Education degree with concentrations in administration and supervision, and in health services. Each candidate for the Master of Education degree must pass a comprehensive examination in the area of specialization.

Concentration in Administration and Supervision

The Master of Education degree with a concentration in administration and supervision requires the satisfactory completion of 60 quarter hours of graduate courses. A program must be planned with the selection of courses being made in consultation with an advisor in the School of Education. Courses directly related to the area are:

Professional Education Courses — 15 hours

- | | |
|---------|---------------------------------|
| EDU 602 | Foundations of Education |
| EDU 614 | Advanced Educational Psychology |
| EDU 637 | Advanced Curriculum Development |

Research — 5 hours

- | | |
|---------|---|
| EDU 658 | Techniques of Research and Instruction or |
| EDU 700 | Methods of Educational Research |

Area of Concentration — 25 hours

- | | |
|---------|--------------------------------------|
| EDU 713 | Introduction to Supervision |
| EDU 714 | Instructional Supervision |
| EDU 741 | Fundamentals of Administration |
| EDU 742 | Educational Business Administration |
| EDU 743 | School Law |
| EDU 744 | Educational Personnel Administration |
| EDU 745 | Public School Finance |
| EDU 797 | Internship in Administration |

Electives — 15 hours (Prior approval of advisor is required)

- | | |
|---------|-----------------------------------|
| EDU 640 | Education of Exceptional Children |
|---------|-----------------------------------|

EDU 651	Problems in Educational Administration (Supervision)
EDU 674	Developing and Guiding Reading Programs
EDU 715	Practicum in Supervision
EDU 798	Instructional Competencies Sessions
EDU 799	Applied Project in Education
BUS 606	Organization Behavior
POL 611	Principles of Public Administration
POL 612	Governmental Organizations and Admin. Theory
PSY 690	Seminar in Group Process
SOC 602	Group Dynamics

Major in Elementary Education

The Master of Education degree in elementary education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work. A program must be planned with selection of courses in an option of early childhood education or middle grades made in consultation with an advisor in the appropriate area. The course below, marked with a double asterisk, is required unless a similar course has been completed at the undergraduate level. Courses marked with single asterisks are required of all degree candidates.

Professional Education Courses — 15-20 hours

- *EDU 614 Advanced Educational Psychology
- EDU 602 Foundations of Education (Historical, philosophical and sociological)
- EDU 603 Development of Young Children
- *EDU 635 Curriculum Development (ECE, MG)

Research - 5 hours

- *EDU 700 Methods of Educational Research
- EDU 705 Statistical Methods in Education

Area of Concentration - 25 hours ECE and MG options

- EDU 625 Teaching Elementary School Mathematics (ECE, MG)
- EDU 653 Teaching School Science (ECE, MG)
- EDU 654 Teaching School Social studies (ECE, MG)
- EDU 671 Teaching of Reading (ECE, MG)
- EDU 672 Diagnosis and Correction of Reading Difficulties
- EDU 675 Reading in the Content Areas
- EDU 771 Psychology of Reading (ECE, MG)
- EDU 673 Materials and Methods in Reading
- EDU 652 Development of Language and Communication Skills
- EDU 674 Developing and Guiding Reading Programs
- EDU 694 Instructional Strategies
- *EDU 799 Applied Project in Education OR
- EDU 797 Internship in Education

A reading course appropriate to the student's preparation and career goals is required.

Electives — 5-10 hours

- EDU 604 Tests and Measurements
- EDU 605 Instructional Media
- EDU 606 The Middle School
- EDU 620 Fundamentals of Guidance
- **EDU 640 Education of Exceptional Children
- EDU 651 Problems in Education
- EDU 660 Characteristics of the Gifted
- EDU 661 Methods & Materials for Teaching the Gifted
- EDU 735 Practicum in Education
- EDU 691 Seminar in Elementary Education

Academic Discipline (outside of education) 10 hours

Students must provide evidence of their eligibility for the NT-4 certificate in elementary education (early childhood education and/or middle grades) prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also complete all required courses for the NT-4 certificate.

Concentration in Health Services

(Non-certification degree)

The Master of Education degree with a concentration in health services requires a minimum of 60 quarter hours of graduate work. Education courses are taken in the School of Education with credit in courses in health services in the School of Business. While health professionals do not need certification in professional education, master's level preparation is needed in a combination of competencies in curriculum and instruction and health systems. This program is designed to meet such a combination of needs without certification.

A program must be planned with the selection of courses being made in consultation with an advisor in both the School of Education and the School of Business Administration. Courses below marked with an asterisk are required of all degree candidates.

Professional Education Courses — 30 hours

Core Courses — 20 hours required

- *EDU 604 Tests and Measurements
- *EDU 614 Advanced Educational Psychology
- *EDU 637 Advanced Curriculum Development

Research — 5 hours

EDU 658 Techniques of Educational Research

*(Either EDU 658 or EDU 700 is required)

EDU 700 Methods of Educational Research

Education Electives — at least 5-10 hours

- EDU 595 Reading for the Secondary and Adult Learner
- EDU 605 Instructional Media
- EDU 616 Teacher-Students relations

- EDU 651 Problems in Education
- EDU 704 Assessment of the Individual
- EDU 798 Instructional Competencies Sessions (Variable, 2-5 hours)

EDU 799 Applied Project

Other courses appropriate to area of concentration

Area of Concentration — at least 20, with no more than 25 hours in health services

- HSA 595 Selected Topics (2 hours)
- HSA 661 Medical-Legal Problems (3 hours)
- HSA 664 Health Finance and Economics
- HSA 695 Selected Topics
- HSA 771 Hospital Organization and Planning
- HSA 773 Health Delivery Systems/Regulation and Control
- HSA 774 Policies and Decision-Making in Health Care

Note: Candidate should plan courses in health services in consultation with an advisor from the area of concentration.

Graduate Electives — 5-10 hours (must be approved in advance)

The following courses may be taken at the Medical College of Georgia and transferred to Augusta College as electives, if approved in advance by the student's major advisor.

- MCG - EDU 703 Teaching Practicum
- MCG - EDU 705 Adult as a Learner
- MCG - EDU 802 Advanced Instructional Media

(in place of EDU 605 in Professional Education Sequence under electives).

Major in Reading Education

The Master of Education degree in reading requires the satisfactory completion of a minimum of sixty (60) quarter hours of graduate work. A program must be planned with the selection of courses being made in consultation with an advisor in the School of Education. The course below marked with a double asterisk is required unless a similar course has been completed at the undergraduate level; courses marked with a single asterisk are required of all degree candidates.

Professional Education Courses — 20 hours

- *EDU 614 Advanced Educational Psychology
- *EDU 635 Principles of Curriculum Development (ECE, MG)
- *EDU 700 Methods of Educational Research
- *EDU 704 Assessment of the Individual

Area of Concentration — 25-35 hours

- EDU 595 Reading for the Secondary and Adult Learner
- EDU 675 Reading in the Content Areas
- *(Either EDU 595 or EDU 675)
- *EDU 671 Teaching of Reading (ECE, MG)
- *EDU 672 Diagnosis and Correction of Reading Disabilities
- EDU 673 Materials and Methods of Reading
- *EDU 674 Developing and Guiding Reading Programs
- EDU 677 Practicum in Remedial Reading I
- EDU 678 Practicum in Remedial Reading II
- *(Either 677 or 678 is required)
- EDU 771 Psychology of Reading

Electives — 5-15 hours

- EDU 604 Tests and Measurements
- EDU 605 Instructional Media

- **EDU 640 Education of Exceptional Children
- EDU 651 Problems in Education
- EDU 652 Development of Language and Communication Skills
- EDU 694 Instructional Strategies
- ENG 625 History of English Language
- *(Either EDU 652 or ENG 625 is required)
- PSY 668 Behavior Modification in the Classroom
- SOC 502 Group Dynamics

Students must provide evidence of their eligibility for the NT-4 certificate prior to admission to candidacy.

Major in Special Education

Concentration in Mental Retardation

The Master of Education degree in special education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work.

The student who has an undergraduate degree with a major in special education (MR) has no deficiencies to make up. His course work is built around the following graduate courses, required for all who obtain the master's in special education with a concentration in the area of educable mentally retarded. Courses directly related to the area are:

Professional Education Courses including Area of Concentration - 55 hours

- EDU 590 Guidance for Exceptional Children
- EDU 591 Development of Curricula for Exceptional Children
- EDU 592 Language Arts for Exceptional Children
- EDU 604 Educational Measurement
- EDU 650 Problems in Mental Retardation and Cultural Deprivation
- EDU 690 Readings and Research in Education of Exceptional Children and Youth
- EDU 700 Educational Research
- EDU 721 Biological and Cultural Aspects of Mental Retardation

EDU 722	Diagnostic and Prescriptive Teaching of Exceptional Children
EDU 737	Graduate Practicum Experiences
PSY 668	Behavior Modification

Electives — 5 hours (must be approved in advance)

Students must provide evidence of their eligibility for the NT-4 certificate in special education prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also take Education of Exceptional Children (EDU 440, 640), Introduction to Mental Retardation (EDU 461), and all courses required for the NT-4 certificate, if any.

Concentration in Learning Disabilities

The Master of Education degree, with a major in special education and a concentration in learning disabilities, requires a minimum of sixty (60) quarter hours of graduate work. A program must be planned with the final course selection made in consultation with an advisor in the School of Education. Students must show evidence of their eligibility for the NT-4 certificate prior to admission to candidacy.

Courses marked with a single asterisk require the undergraduate or graduate equivalent of Education of Exceptional Children (EDU 440, 640). Courses marked with a double asterisk require the undergraduate or graduate equivalent of Teaching of Reading (EDU 471, EDU 671, or EDU 595).

Quarter Hours

Professional Education Courses (20 quarter hours)

EDU 602	Foundations of Education . . .	5
EDU 635	Principles of Curriculum Dev.	5
EDU 651	Problems in Education	5
EDU 700	Methods of Educational Research	5

Area of Concentration (25 quarter hours)

EDU 652	Development of Language and Communication Skills	5
**EDU 672	Diagnosis and Correction of Reading Disabilities/ OR	
**EDU 673	Materials and Methods in Reading	5
*EDU 681	Characteristics of the Learning Disabled	5
*EDU 682	Methods & Materials for Teaching the Learning Disabled	5
*EDU 683	Practicum With Learning Disabled and Youth	5

Electives (15 quarter hours)

Restrictive Electives (10 quarter hours)

EDU 616	Teacher-Student Relations OR	
PSY 668	Behavior Modification in the Classroom	5
EDU 704	Assessment of the Individual OR	
EDU 722	Diagnostic Prescriptive Teaching of Exceptional Children . .	5

Non-Restrictive Electives (5 quarter hours)5

Concentration in Interrelated

For certification in interrelated, the course requirements of the concentration must include a 15 hour sequence in **one** area of special education which the student does not have and 10 hours in a **second** area of special education which supports or adds another area.

Certification in Behavior Disorders

Certification as a teacher of behaviorally disordered children requires a total of 20 quarter hours which include Characteristics of Behaviorally Disordered Children and Youth (EDU 684), Methods and Materials for Children and Youth with Behavior Disorders (EDU 685), and Practicum with Exceptional Learners :BD (EDU 737).

Endorsement in Gifted Education

Certification as a teacher of gifted children requires 15 quarter hours of graduate work. Students take Tests and Measurements (EDU 604), Characteristics of the Gifted (EDU 660), and Methods and Materials for Teaching the Gifted (EDU 661).

Endorsement in Supervision of Student Teachers

Certification in Supervision of Student Teachers requires 15 quarter hours of graduate work. Students take Fundamentals in the Supervision of Student Teaching (EDU 710), Assessment of Student Beginning Teacher Experience (EDU 711), and Problems in the Supervision of Student Teaching Graduate Credit (EDU 712).

Supplemental Certification in Instructional Supervision

Certification in Instructional Supervision requires 15 quarter hours of graduate work. Students take Introduction to Supervision (EDU 713), Supervision of Instruction (EDU 714), and Practicum in Supervision (EDU 715).

Major in Secondary Education

The Master of Education degree in secondary education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work. If the planned program is 65 or more quarter hours, 40 of these quarter hours will be under the advisorship of the department of the field of concentration and 25 will be under the advisorship of the School of Education. A program must be planned with the selection of courses being made in consultation with an advisor in the department of the field of concentration and an advisor in the School of Education. A course in the Education of Exceptional Children is required unless a similar course has been completed at the undergraduate level.

I. Professional Education Sequence 25 hours

Courses are required in advanced educational psychology, advanced curriculum development, educational research and achievement of instructional competencies, plus additional work in education or other courses that fulfill a need in the specific program.

II. Teaching Field 40 hours

English:

Courses are required in teaching high school composition (ENG 610) and modern grammatical systems (ENG 620) as well as at least one course in each of the following fields: (A) American literature, (B) English literature, (C) genre or world literature, and (D) research. In addition, courses in literary criticism (ENG 605), history of the English language (ENG 625), and introduction to linguistics (ENG 615) will be required if they have not been taken at the undergraduate level. Other courses may be elected if needed to make up the total required number of hours.

Mathematics:

Courses in foundations of mathematics and abstract algebra are required plus courses in mathematical analysis, modern geometry, linear algebra, and mathematical statistics if not adequately covered in the undergraduate program. Electives that may be included in the program include advanced number theory, complex variables, topology, combinatorial mathematics, theory of graphs and computers, and teaching and research. In addition, courses may be elected from other departments.

Social Sciences:

The disciplines involved include economics, history, philosophy, political science, psychology, and sociology. The program is designed to be as flexible as possible, so long as ten hours of history and ten hours of political science are included. A student might take as many as thirty hours in a field such as history or political science with the remaining ten

hours in the other field, or he may select ten hours from each of four fields. These examples represent the extremes with many variations being possible.

Students must provide evidence of their eligibility for the NT-4 certificate in the proposed teaching field of study prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also complete all required courses for the NT-4 certificate.

Admission to Candidacy (M.Ed.)

Specific requirements for admission to candidacy for the Master of Education degree are as follows:

1. Certification by the Dean of the School of Education that the student is eligible for the Georgia T-4 Certificate or equivalent. (Students who are not seeking certification must file a statement of intent with the application for admission to candidacy).

2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his choice and has the ability to do acceptable work.

3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Master of Science Degree Program With a Major in Psychology

An Overview

Items to be submitted by master's degree applicants:

1. Application for graduate study.
2. Fee of \$10.00 check or money order (not required if previously admitted to Augusta College as a post baccalaureate student).
3. Two official transcripts from each institution attended.
4. Official scores on the Graduate Record Examination (GRE) Aptitude Test.

Admission Criteria for Master's Degree Programs

Regular Admission

For regular admission, an applicant must present (1) a grade point average of not less than 2.5 on a 4.0 scale for all undergraduate work attempted and (2) an acceptable score on the Graduate Record Examination (GRE) Aptitude Test. Applicants must hold an undergraduate degree from a regionally accredited college or university. Students from undergraduate backgrounds other than psychology may be required to complete specified undergraduate courses either before or after admission to the degree program.

Provisional Admission

Applicants who do not have an acceptable grade point average for all undergraduate work attempted and/or do not have acceptable test scores may be considered for provisional admission. Provisional admittees will be required to complete fifteen hours of graduate course work at Augusta College with not less than a "B" (3.0) average to obtain regular admission status.

Minimum Requirements for Master's Degree Completion

A student must earn an overall graduate grade point average of not less than "B" (3.0) in all course work attempted in the graduate program at Augusta College. PSY 651, **Experimental Design**, and the second quarter of PSY 600, **Proseminar**, must each be completed satisfactorily.

A minimum of 60 quarter hours of course work, Internship/Externship, and/or thesis is required.

A student must take a minimum of forty-five (45) of the required sixty (60) quarter hours at Augusta College.

All degree program requirements must be completed within a six-year period.

Master of Science

Major in Psychology

The objectives of this program include two mutually compatible goals: (1) To provide specialized training in psychological skills and techniques such that graduates will be able to function professionally in positions requiring these skills and techniques; (2) To provide a substantial core foundation in psychology such that the successful student will be prepared to pursue more advanced professional training or graduate study in psychology.

Most psychology courses at the graduate level are not generally available to graduate students in other programs at Augusta College unless approved by the student's major professor, the dean of his school or the chairman of his department, the Chairman of the Psychology Department, and the instructor of the course.

Curriculum

The major in psychology requires the satisfactory completion of a minimum of 60 quarter hours of graduate work, including PSY 651 (**Experimental Design**) and three quarter hours of PSY 600 (**Proseminar**). The nonthesis option requires 15 quarter hours of credit for PSY 696 (**Internship/Externship**) and the thesis option requires 15 quarter hours of credit for PSY 699 (**Research and Thesis**).

In general, the remaining courses necessary to complete the degree requirements are to be selected by the student and his advisory committee from the following courses (credit of five quarter hours each):

- PSY 605 History and Systems of Psychology
- PSY 612 Developmental Psychology
- PSY 615 Psychological Assessment I
- PSY 616 Psychological Assessment II
- PSY 623 Conditioning and Learning
- PSY 624 Personality and Social Processes

- PSY 625 Biopsychology
- PSY 628 Psychopharmacology
- PSY 630 Behavior Therapy
- PSY 637 Behavior Pathology
- PSY 643 Community Psychology
- PSY 660 Counseling Theory and Practice
- PSY 665 Clinical Psychology
- PSY 668 Behavior Modification in the Classroom
- PSY 673 Social Psychology
- PSY 690 Seminar in Group Process
- PSY 696 Externship/Internship
- PSY 698 Special Problems
- PSY 699 Research and Thesis

Admission to Candidacy (M.S.)

Specific requirements for admission to candidacy for the Master of Science degrees are as follows:

Submission of an approved program of study and, if applicable, a thesis outline, approved by the student's advisory committee. If the student is seeking a teaching certificate, certification by the Dean of the School of Education that the student is eligible for the Georgia T-4 Certificate of equivalent.

Students admitted to candidacy for the M.S. with a major in psychology must have also successfully completed PSY 651 and satisfied the criterion level for the second quarter of PSY 600 (grade of B or higher in both courses).

Specialist in Education (Ed.S.) Degree Program

An Overview

The following information pertains to applicants for the Specialist in Education (Ed.S.) degree program.

Items to be submitted by Ed.S. degree program applicants:

1. Application for graduate study.
2. Fee of \$10.00 (check or money order).
3. Two official transcripts from each institution attended.
4. Official scores on the aptitude section of the GRE or the commons section and an area examination of the NTE.

Admission Criteria for Ed.S. Degree Programs

Admission to the Specialist in Education degree program is based upon the following criteria: (1) The applicant must hold a master's degree in the intended area of concentration or have sufficient graduate preparation for the intended specialization from a regionally accredited graduate institution. (2) The applicant must have earned not less than a 3.25 grade point average in all graduate work attempted. (3) The applicant must submit official scores on the Graduate Record Examination Aptitude Test and have scored a minimum score of 900 or the National Teacher Examinations, Weighted Commons Examinations and the National Teacher Examinations Teaching Area Examination. A minimum score of 575 on the NTE Commons and a score

at or above the 25th percentile on the NTE Teaching Area Exam will be required. The scores must not be more than five years old.

Admission Appeal

Applicants who are denied admission to the Specialist in Education degree program may appeal their denial. Information regarding appeals should be directed to the Dean of Graduate Studies.

Minimum Requirements for Ed.S. Degree Completion

Only courses taken after full admission to the Specialist in Education degree program may be used to fulfill program/course requirements for the Specialist in Education degree.

A student must earn an overall grade point average of not less than 3.0 (B) in all graduate work attempted.

A student must have taken a minimum of forty-five (45) quarter hours of course work in the Specialist in Education degree program at Augusta College. All requirements for the Specialist in Education degree must be completed within six years, beginning with the first registration for courses on the student's program of study.

The School of Education reserves the right to add additional requirements for the Specialist in Education degree.

Specialist in Education

The Specialist in Education degree is a self-contained degree program. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the master's degree, but without the heavy emphasis on research of the doctor's degree.

The goal of the program is to add depth and breadth to the skills and knowledge focused upon in the student's Master of Education program. The objectives of this further study are to provide the student with opportunities to become more proficient in teaching strategies, program development, leadership roles, scholarly investigation, and an academic area.

The School of Education offers a program of study for the Specialist in Education degree with majors in early childhood education; middle grades education; reading education; secondary education with teaching fields in English, mathematics and social sciences; special education; and administration and supervision.

To be eligible for six-year certification, the student must have three years of acceptable school experience.

The program of study will be designed by the major professor with the advice and approval of the student's advisory committee. The program will consist of a minimum of 45 quarter hours of study at the graduate level beyond the master's degree. Each student's program will be planned in such a way that the master's program and the specialist in education program together will satisfy the following minimum requirements:

Area "A" - Psychological and/or Sociological Foundations (minimum of 10 quarter hours)

Area "B" - Curriculum, Methods, or Problems of Teaching (minimum of 15 quarter hours)

Area "C" - Subject matter or content (minimum of 50 quarter hours)

Area "D" - Research (minimum of 10 quarter hours)

In order for graduate work taken after January 1, 1977, to be eligible for inclusion in a program of study, it must have been taken after the student's admission as a prospective candidate for the Specialist in Education degree. The work earned in non-degree study categories such as post baccalaureate or post-graduate may not be applied to programs of study leading to the Specialist in Education degree.

Appeals

Students denied admission to the Ed.S. program may submit a written request to the Dean of Graduate Studies for review of their application by the Specialist in Education appeals committee. The committee will require the appealing student to submit additional evidence to include satisfactory completion of a comprehensive written exam. Additional evidence may be submitted by the student and the institution and could include scores on other standardized tests and records of exemplary academic and professional achievement.

Advisement

Upon admission to graduate study for the Specialist in Education degree, a student's advisory committee will be assigned. The committee shall consist of the student's major professor assigned by the Dean of the School of Education and two other graduate faculty selected by the student in consultation with the major professor.

The major professor, with the advice and approval of the student's advisory committee, shall plan the program with due regard to the data available from a diagnostic appraisal of the student's strengths and weaknesses in the area of specialized preparation. The diagnostic appraisals of educational needs will be based on analyses of records of the student's preparation and experience, results of routine and special examinations, and interview data. The advisory commit-

tee may require the student to undergo such additional examinations and appraisals and to furnish such additional data relative to his competence as may seem appropriate in each case.

Admission to Candidacy

Upon completion of twenty to twenty-five hours of credit earned, it is the responsibility of the student to see that an application for admission to candidacy is filed with the Dean of the School of Education. This application is a certification by the student's major professor and the advisory committee that the student has demonstrated the ability to do acceptable graduate work in the chosen field and has made normal progress toward the degree. The specific requirements for admission to candidacy are listed below:

- a. Certification by the Dean of the School of Education that the student is eligible for the appropriate Georgia T-5 certificate or equivalent. (Students who are not seeking certification must file a statement of intent with the application for admission to candidacy.)
- b. All requirements set as a condition to admission have been completed.
- c. The program of study has been approved by the major professor, the student's advisory committee, the Dean of the School of Education and the Dean of Graduate Studies.
- d. An average of 3.0 (B) has been maintained in all graduate courses taken and in all completed courses in the program of study (no course with a grade below "C" can be accepted in the program of study).

Required Hours

The Specialist in Education degree requires a minimum of forty-five quarter credit hours of graduate level study beyond the master's degree. The graduate course work used to fulfill this degree requirement must conform to an approved program of study developed in

consultation with the student's major professor and with the advice and approval of the student's advisory committee.

Residence

If graduate work earned at an accredited institution constitutes a logical part of the student's program, transfer credit may be allowed if recommended by the student's major professor, the student's advisory committee and the Dean of the School of Education. Normally, such transfer of credit cannot exceed ten quarter hours and cannot reduce the residence requirement to less than twenty-five hours. The courses to be transferred may not have been used as part of the requirements for another degree. No grade below 3.0 (B) may be transferred. All requests for transfer credit, with accompanying official transcripts, must be in the Office of the Dean of Graduate Studies at least 30 calendar days prior to the time the student plans to graduate.

Time

All requirements for the Specialist in Education degree must be completed within six years, beginning with the first registration for courses in the student's program of study.

Application for Graduation

The application must be completed and filed with the Dean of Graduate Studies no later than the mid-term date of the quarter preceding the final quarter of course work.

Course Descriptions

After each course title there are three numbers in parentheses. The first number listed is the number of hours of lecture; the second, the number of hours of laboratory and the third, the number of credit hours the course carries. Where lecture, laboratory, and credit hours are not fixed, such as in "Selected Topics," the word "Variable" or the letter "V" will be used instead of numbers.

All 400-level courses marked with an asterisk (*) may be taken for graduate credit within the prescribed limits and with the advisor's approval. No 400-level course may be used for graduate work unless its undergraduate enrollment is restricted to junior and senior-level students. Additionally, in order for 490, Seminar in Third World Cultures, to be graduate creditable, the graduate student must have registered for it in the discipline in which the degree is being sought.

Special information concerning the quarter that a course is to be offered is included with the description of each course. The college reserves the right to make changes in the course schedule and to cancel any section in which enrollment is considered insufficient.

The following outlines the courses taught by the particular school:

The School of Arts and Sciences p. 60
Art (ART), Biology (BIO), Chemistry (CHM), Computer Science (CSC), English (ENG), History (HIS), Mathematics (MAT), Music (MUS), Philosophy (PHY), Physics (PCS), Political Science (POL), Psychology (PSY), Science (SCI), Sociology (SOC).

The School of Business Administration p. 71
Accounting (ACC), Business Administration (BUS), Economics (ECN), Health Services Administration (HSA).

The School of Education p. 77
Education (EDU), Physical Education (PED).

ART

The School of Arts and Sciences

Graduate Courses in Art (ART)

595 Selected Topics in Art Education (Variable)

By permission of Chairman of Fine Arts Department. Individualized study on a contract basis for graduate credit. To be arranged.

Biology (BIO)

495 Selected Topics* (Variable)

Designed to treat specialized areas of biology not in the normal curriculum. Topics covered include Animal Behavior, Aquatic Biology, Economic Botany, General Parasitology, Herpetology, Histological Techniques (3), Ichthyology, Introduction to Dentistry (2), Invertebrate Paleontology, Marine Biology, Ornithology, Plant Anatomy, Plant Systematics, Plant Physiology, and Principles of Evolution. Quarterly.

498 Seminar* (2-0-2)

Prerequisite: 30 hours of biological science. Special topics in current advances in the field of biological sciences. Two one-hour periods a week for presentation and discussion. Required of all biology majors. Winter, Spring.

Chemistry (CHM)

421 Inorganic Chemistry* (5-0-5)

Prerequisite: Permission of instructor. An introduction to the concepts and chemical systems of inorganic chemistry including the periodic table, atomic structure, bonding, isomerism, and coordination compounds. Fall.

441 Organic Qualitative Analysis* (2-9-5)

Prerequisite: CHM 281 and 342. The identification of organic compounds. Spring.

481 Instrumental Analysis* (2-8-5)

Prerequisite: CHM 373 concurrently or permission of instructor. The theory and application of modern optical and electrical instruments in the processes of analytical, physical, and organic chemistry. Winter.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor. Modern concepts in special areas of chemistry. May be repeated for credit. To be arranged.

Graduate Courses in Computer Science (CSC)

610 Automated Data Processing Systems (5-0-5)

A presentation of the fundamentals in the effective use of automated data processing. Topics include an introduction to automated data processing, computer system fundamentals, computer languages, programming and program preparation, and an introduction to the analysis and design of computer-based systems. Spring.

625 Computers and Teaching (4-2-5)

Basic computer concepts, algorithm development, and an introduction to programming using an interactive terminal. Computer applications with particular emphasis on those related to teaching. To be arranged.

695 Selected Topics (1-5)

Prerequisite: Permission of department chairman and instructor. A variable content course intended to meet the needs and interests of graduate students in selected areas of computer science. May be repeated for credit with approval of department chairman. To be arranged.

English (ENG)

405 The Rise of the English Novel* (5-0-5)

A survey of major eighteenth and early nineteenth century British novelists, with emphasis on Defoe, Richardson, Fielding, Sterne, and Austen. Fall.

407 The English Novel from Scott to Hardy* (5-0-5)

A survey of the Victorian novel with emphasis on the novels of Scott, Emily Bronte, Thackeray, Dickens, Eliot, and Hardy. Winter.

410 The Modern British Novel* (5-0-5)

A study of several modern British novels, with emphasis on works by Woolf, Lawrence, Forster, Greene, Cary, and Joyce. Spring.

415 The American Novel through Henry James* (5-0-5)

A study of the American novel in the 19th-century, including works by Cooper, Hawthorne, Melville, Twain, Crane, and James. Fall.

420 The Modern American Novel* (5-0-5)

A study of several major American novels written since World War I, including works by such novelists as Hemingway, Fitzgerald, Faulkner, West, and Bellow. Fall.

425 English Drama to 1640* (5-0-5)

A survey of the English drama from its origin to the close of the theater. Emphasis is placed on the works of Marlowe, Jonson, Webster, and Tourneur. Fall.

430 Modern Drama* (5-0-5)

A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams. Spring.

435 Modern Poetry* (5-0-5)

A study of the major movements in English and American poetry from World War I to the present. Emphasis is placed on Eliot, Yeats, Pound, Frost, and Auden. Fall.

440 Chaucer* (5-0-5)

The Canterbury Tales, Troilus and Criseyde, and some minor poems. Spring.

445 Shakespeare* (5-0-5)

The major histories, comedies, and tragedies: the Elizabethan theatre. Spring.

460 Milton* (5-0-5)

The major and minor poems and selected prose. Fall.

470 Literary Criticism* (5-0-5)

The major critics from Aristotle to T.S. Eliot, with emphasis on the development of various twentieth-century critical positions.

495 Selected Topics* (5-0-5)

Prerequisite: Permission of the instructor. Seminar in a particular subject or movement, often conducted on an interdisciplinary basis. Spring.

Graduate Courses in English (ENG)**590 Teaching European Literature I (5-0-5)**

Prerequisite: Appropriate undergraduate survey sequence or permission of instructor.

A systematic coverage of European literature from the beginning to 1700; approaches and techniques of teaching literature survey courses at the high school and college levels. Spring.

591 Teaching European Literature II (5-0-5)

Prerequisite: Appropriate undergraduate survey sequence or permission of instructor.

A systematic coverage of European literature from 1700 to the present; approaches and techniques of teaching literature survey courses at the high school and college levels. Spring.

601 Children's Literature in the Elementary School (5-0-5)

Prerequisites: Admission to the graduate school and permission of instructor. A critical study of literature for children. Topics include the history of children's literature; a survey of types of children's literature; and problems in teaching literature in the elementary school. Winter.

605 Issues in Literary Criticism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of important issues in literary criticism from the work of Plato to the present, with emphasis upon twentieth-century critical thought. Spring.

610 Teaching High School Composition (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor. A study of methods and approaches to teaching junior and senior high school composition. Spring.

615 English Language I (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Introduction to linguistics: studies in the nature of language, phonology, morphology, syntax, semantics, and language variation. Fall.

620 English Language II (5-0-5)

Prerequisites: English 615 or an equivalent course in linguistics; admission to the graduate school and permission of instructor. Modern grammatical systems. Winter.

ENG

625 History of the English Language (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in the nature of linguistic change and the development of the English language from Old English to the present. Winter.

631 Elizabethan Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A survey of non-dramatic literature written during the sixteenth century, with emphasis on Sidney, Spenser, and Shakespeare. Spring.

661 English Romanticism (5-0-5)

Prerequisites: Admission to graduate study, ENG 341 and permission of instructor.

An advanced survey of major romantic poetry and prose, with emphasis on Scott, Wordsworth, Coleridge, Byron, Shelley, and Keats. Winter.

671 American Romanticism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor. An intensive survey of American romanticism with special emphasis on Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and selected Black writers. Spring.

673 American Realism and Naturalism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor. A study of the major works and authors of the realist and naturalist movements, 1865-1917. Spring.

675 Twentieth Century American Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of the major works and authors in twentieth-century American literature. Spring.

693 Studies in Genre (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor. A study of a particular literary genre, such as comedy, tragedy, or satire. To be arranged.

695 Selected Topics (5-0-5)

Prerequisites: Permission of instructor. Seminar in special subject area related to the needs of students in the graduate program. Fall.

705 Studies in European Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A seminar in European literature with emphasis on research and critical evaluation of a specific theme or aspect of European literature. To be arranged.

710 Studies in English Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in selected authors, movements, or subjects in English literature. To be arranged.

715 Studies in American Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in selected authors, movements, or subjects in American literature. To be arranged.

720 Studies in Shakespeare (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor. Studies in the major plays of Shakespeare. Spring.

Graduate Courses in Gerontology (GRT)

624 Aging III (5-0-5)

Prerequisite: Permission of the instructor.

An advanced course in the physical, psychological, and administrative aspects of aging. This is an interdisciplinary course which will focus on the areas of sociology, psychology, medicine, business administration, and social work. Students may elect a practicum in one of the above areas. Spring.

History (HIS)

417 Russian History to 1905* (5-0-5)

Fall.

418 Russian History from 1905 to the Present* (5-0-5)

Winter.

421 The British Empire and Commonwealth (5-0-5)

To be arranged.

448 History of West Africa* (5-0-5)

A study of the major themes in West Africa from A.D. 1000 to the present, with emphasis on the medieval empires, the impact of Islam, cultural and commercial links with Europe, the slave trade, imperialism, the rise of West African nationalism and the restoration of independence. Fall.

456 Teaching Secondary Social Studies* (3-0-3)

This course acquaints the student with the objectives of the various disciplines which are concerned with the study of society and deals with their integration and presentation in the secondary school classroom. Winter.

457 Military History of the United States* (5-0-5)

Prerequisite: HIS 211 or HIS 212.

A study of the social, political and economic causes and effects of war by tracing the use of war and the development of its technology in the context of the Western world in general and in United States history in particular from the 18th Century to the present. Winter.

471 American Colonial History* (5-0-5)
Fall.**473 The United States from Independence to 1850*** (5-0-5)

Prerequisite: HIS 211 or equivalent. To be arranged.

475 Civil War and Reconstruction* (5-0-5)
Prerequisite: HIS 211 or equivalent. Fall.**476 The New South, 1877 to the Present*** (5-0-5)
To be arranged.**477 The United States since the New Deal*** (5-0-5)
Fall.**479 History of Georgia** (5-0-5)

The economic, social, cultural, and political development of Georgia from its founding as a colony to the present. Open to all students above the freshman level. A satisfactory grade will exempt a student from the requirement of passing an examination on the History of Georgia. If graduate credit is sought, take HIS 679 in lieu of this course. Spring.

481 History of Mexico from Antiquity to the Present (5-0-5)

Prerequisite: Junior or senior standing. To be arranged.

490 Seminar in Third World Cultures* (5-0-5)

A seminar based on the study of the culture of a non-western nation from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines. Spring.

495 Selected Topics* (Variable)

Prerequisite: Permission of the department chairman.

Designed primarily for graduating seniors who plan to teach and/or pursue graduate study. May be repeated for credit. To be arranged.

Graduate Courses in History (HIS)**638 The Age of Revolutions** (5-0-5)

A study of western political revolutions against the background of western social and economic revolutions in an effort to trace the development of middle class concepts. The course is designed for the graduate student who is attempting to broaden the horizons of secondary and elementary students. Spring.

639 Emergence of the Contemporary West (5-0-5)

A study of the fundamental concepts of western man and their impact on the western world. The course is designed for the graduate student who is attempting to broaden the horizons of secondary and elementary students. Summer.

672 Selected Topics in American Social History since 1865 (5-0-5)

An in-depth study of several specific topics in the social history of the United States since the Civil War. Topics include, but will not be limited to, trends in American religion, immigration, labor movement, communalism, radicalism, women's rights, rise of organized crime, the civil rights movement, rise of organized sports. Summer.

674 U.S. and World Affairs since 1945 (5-0-5)

An in-depth study of the U.S. foreign policy since 1945, with special emphasis upon the Cold War and related topics. Fall.

677 Critical Issues and Problems in Recent U.S. History (5-0-5)

A study of critical political, economic, diplomatic, and social issues and problems of twentieth century United States. Spring.

MAT

678 Studies in the History of American Labor (5-0-5)

Focuses on the rise and progress of trade unionism from the colonial period to the present. Covers the rise and growth of labor unions, leaders of the 19th and 20th centuries, legislation and the changing attitudes of the courts toward organized labor. To be arranged.

679 Selected Topics in Georgia History (5-0-5)

A study of specific aspects of Georgia history, including social and cultural as well as political views. Provides a context for relating regional history to national and international, and the past to the present. Fall.

685 Inter-American Relations (5-0-5)

A study of the cultural, commercial, and diplomatic relations between the American republics. Emphasis on the 20th century. Winter.

Mathematics (MAT)

401 Mathematical Analysis* (5-0-5)

Prerequisites: MAT 204 and MAT 241 or permission of instructor.

A study of some topology of real numbers, sets, functions, limits, sequences and series of real numbers. Fall—even years.

402 Mathematical Analysis II* (5-0-5)

Prerequisite: MAT 401.

A study of continuous and discontinuous functions on metric spaces, connectedness, compactness, completeness, the Riemann integral, differentiation. Winter—odd years.

431 Modern Geometry* (5-0-5)

Prerequisite: MAT 241 or permission of instructor.

A modern treatment of geometry primarily from the metric approach, but with some reference to the Euclidean synthetic approach. Parallelism, similarity, area, constructions, non-Euclidean and finite geometries. Summer—even years.

435 Numerical Analysis* (4-2-5)

Prerequisite: CSC 235, or permission of instructor and MAT 302.

A study of the application of computer-oriented techniques to the solution of mathematical problems including such topics as non-linear equations, numerical integration and differentiation, numerical solution of initial value problems in ordinary differential equations. Spring—even years.

451 Complex Variables* (5-0-5)

Prerequisite: MAT 204.

A study of the field of complex numbers, elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, residues and poles. Summer—odd years.

481 General Topology* (5-0-5)

Prerequisites: MAT 204 and MAT 241 or permission of instructor.

A systematic survey of the standard topics of general topology with particular emphasis on applications to the space of reals; topological spaces, mappings, compactness, product space, nets and convergence. To be arranged.

Graduate Courses in Mathematics (MAT)

500 Quantitative Techniques for Administrative Problems (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course designed to provide the students in the M.B.A. degree program with a solid foundation in fundamental mathematical reasoning of the nature required in areas of administration and management. Topics include probability, statistics and non-axiomatic calculus with applications in economics and business. Fall. Spring.

601 Foundations of Arithmetic (5-0-5)

Prerequisite: Admission to graduate study.

A study of elementary set theory, numeration systems, number systems through the reals, finite mathematical systems, and selected topics such as number theory, probability, statistics, and programming. Winter—odd years.

602 Foundations of Geometry (5-0-5)

Prerequisite: Admission to graduate study.

A study of the fundamental concepts of plane geometry, both metric and nonmetric, and an introduction to space, coordinate, non-Euclidean, and projective geometries. Spring—odd years.

611 Foundations of Mathematics (5-0-5)

A study of logic, set theory, cardinality, the axiom of choice and its equivalences. Summer—even years.

621 Abstract Algebra I (5-0-5)

An advanced study of group theory and ring theory. Winter—even years.

622 Abstract Algebra II (5-0-5)

Further study of advanced ring theory. An advanced study of field theory including extension fields and Galois theory. Spring—even years.

625 Mathematical Statistics (5-0-5)

A study of probability, discrete and continuous random variables and their distributions, techniques of descriptive statistics, estimation, and hypothesis testing and correlation. Fall—odd years.

628 Linear Algebra (5-0-5)

Prerequisite: Permission of instructor.

A study of vector spaces, modules, linear transformations, matrices, and linear systems. Spring—odd years.

631 Advanced Number Theory (5-0-5)

The study will include a brief survey of divisibility and primes followed by in-depth study of congruences, residue classes, quadratic residues, non-linear Diophantine equations, number-theoretic functions, Farey fractions, continued fractions. Pell's equation, and algebraic numbers. Winter—odd years.

656 Research in Mathematics Education (Variable)

A brief survey of research models relating to the teaching and learning of mathematics, surveying techniques, curriculum development and evaluation, classroom research, action research, and limits of research. Particular emphasis will be given to the reading and using of research. To be arranged.

671 Combinatorial Mathematics (5-0-5)

A study of permutations, combinations, recurrence relations, generating functions, the principle of inclusion, Latin rectangles and block designs. Summer—odd years.

675 Introduction to the Theory of Graphs (5-0-5)

A study of graphs, subgraphs, paths, arcs, trees, circuits, digraphs, colorability. Fall—even years.

695 Select Topics (1-5 hours credit)

Prerequisite: Permission of department chairman and instructor.

A variable content course intended to meet the needs and interest of graduate students in selected areas of mathematics. May be repeated for credit with approval of department chairman. To be arranged.

Graduate Courses in Music (MUS)**595 Select Topics in Music Education (Variable)**

A study of specific problems in music education for graduate credit. Quarterly.

Graduate Courses in Philosophy (PHY)**610 Philosophy of Education (5-0-5)**

Prerequisite: Admission to graduate study.

A consideration of major philosophies of education, with the student project devoted to writing one's own philosophy of education. When this course is taught in relation to the Third World Culture Program, there will be an emphasis on the inclusion of non-western expressions into one's philosophy of education. To be arranged.

Physics (PCS)**451 Modern Physics* (4-2-5)**

Prerequisites: PCS 211, 212, 213 or permission of instructor.

Theory of special relativity. Quantum physics: Black body radiation, photoelectric effect, Compton effect, X-rays, Bohr model of the atom. Wave properties of matter. Fall—odd years.

452 Modern Physics II* (4-2-5)

Prerequisite: PCS 451 or permission of instructor.

Wave mechanics. Atomic and molecular spectroscopy. Winter—even years.

453 Modern Physics III* (4-2-5)

Prerequisite: PCS 452 or permission of instructor.

A study of nuclear structure, forces, and models; radioactivity, transitions, and interactions of radiations with matter; and nuclear reactions. Spring—even years.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of physics. To be arranged.

POL

Political Science (POL)

401 State Government (5-0-5)

Acquaintance in some depth with the forms of organization, the functions, and the operation of state governments, with particular emphasis on the government and constitution of the State of Georgia. A satisfactory grade exempts the student from the requirement of passing an examination on the Constitution of Georgia. If graduate credit is sought, take POL 601 in lieu of this course. Spring.

402 Urban Government and Politics (5-0-5)

The origin, development, and growth of local government forms. General problems of country and city government. If graduate credit is sought, take POL 602 in lieu of this course. Spring.

411 Principles of Public Administration (5-0-5)

General principles, problems, and practices of public administration emphasizing governmental process in the executive branch. If graduate credit is sought, take POL 611 in lieu of this course. Fall.

412 Governmental Organization and Administrative Theory (5-0-5)

A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure—the formal Scientific Management School and the informal Human Relations School. If graduate credit is sought, take POL 612 in lieu of this course. Winter.

420 Political Science Methods* (5-0-5)

Prerequisites: POL 202, MAT 221, or permission of instructor.

A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression. Emphasis upon comprehension of the assumptions and uses of the methods rather than statistical manipulations. Students will be introduced to computer manipulation of data. To be arranged.

425 American Constitutional Law (5-0-5)

Designed to give the student an understanding of the American Constitution and its development and application in American life. If graduate credit is sought, take POL 625 in lieu of this course. Spring.

426 American Constitutional Law (5-0-5)

A look at the Constitutional protection of civil liberties in the U.S. including "due process," expression, religion, criminal procedure and discrimination claims. If graduate credit is sought, take POL 626 in lieu of this course. Summer.

431 Government of the Developing Nations (5-0-5)

Emphasis is given to the concepts of political stability, conflict, revolution, nationalism, and economic development and modernization. To be arranged.

450 World Politics (5-0-5)

A comprehensive study of the international political system concentrating on the environmental factors, theories of international relations, the nation state and nationalism, international conflict, international cooperation, transnational institutions, balance of power and collective security, military strategy, the role of diplomacy, the dynamics of national foreign policy, the role of nuclear weapons in world politics, and other contemporary problems. If graduate credit is sought, take POL 650 in lieu of this course. Fall.

451 International Law and Organization* (5-0-5)

A survey of the sources and types of international law; the law of peace; the law of conflict; the law of neutrality; the antecedents of the United Nations; the United Nations; The United Nations Specialized Agencies; regional organizations, and international integration. Spring.

Graduate Courses in Political Science (POL)

600 Problems in American Government (5-0-5)

The course deals primarily with the development of presidential and congressional powers and the role of administrative agencies in the American political system. The position of the states in the American governmental system is also considered. To be arranged.

601 State Government (5-0-5)

A study of the forms of organization, the functions, and the operation of state government in the United States with particular emphasis on the government of the State of Georgia. Political inputs, decision making, policy outputs and outcomes, feedback, and the allocation of government resources at the state, county, and local level will be analyzed. Spring.

602 Urban Government and Politics (5-0-5)

The origin, development, and growth of local government forms. General problems of county and city government. Spring.

609 Great Political Ideologies (5-0-5)

The course is a study in depth of the great political thinkers and the ideas they helped to develop. The historical approach will be taken, beginning with political ideas of classical times and ending with contemporary ideas. To be arranged.

611 Principles of Public Administration (5-0-5)

Public administration with special emphasis on the major concepts involved in the science and art of carrying on government. Fall.

612 Governmental Organization and Administrative Theory (5-0-5)

A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure—the formal Scientific Management School and the informal Human Relations School. Winter.

625 American Constitutional Law (5-0-5)

Designed to give the student an understanding of the American Constitution and its development and application in American life. Spring.

626 American Constitutional Law (5-0-5)

A continuation of POL 625. The case method is used under which the decision and opinions of the Supreme Court of the United States are studied and analyzed. Summer.

627 The Development of the U.S. Constitution (5-0-5)

Historical background and the development of the Constitution. The case system will be used. To be arranged.

650 World Politics (5-0-5)

The nature of international relations with emphasis on contemporary theories explaining the international behavior of states. Fall.

Psychology (PSY)

405 History and Systems of Psychology (5-0-5)

The scientific and philosophic antecedents and trends influencing the progress of psychology and the development of its principal theoretical schools. Emphasis will be placed upon understanding current trends from a historical perspective. If graduate credit is sought, take PSY 605 in lieu of this course. Fall.

473 Social Psychology (4-2-5)

A survey of the social aspects of psychology including individual and group dynamics, competition, cooperation, leadership, propaganda, persuasion, and public opinion, as well as a study of how society influences individual perceptions, attitudes, and personality. If graduate credit is sought, take PSY 673 in lieu of this course. Spring.

Graduate Courses in Psychology (PSY)

600 Proseminar (1-3)

A survey of current issues in psychology. (One hour per quarter, to be repeated for 3 hours credit total or, for certain groups of students, 3 hours in one quarter.) Quarterly.

605 History and Systems of Psychology (5-0-5)

The scientific and philosophic antecedents and trends influencing the progress of psychology and the development of its principal theoretical schools. Emphasis will be placed upon understanding current trends from a historical perspective. An independent research project will be required. Fall.

612 Developmental Psychology (5-0-5)

An in-depth study of theories and contemporary issues in developmental psychology. Fall.

615 Psychological Assessment I (3-4-5)

Prerequisite: Permission of instructor. Introduction to measurement at the graduate level and supervised practice in the administration and interpretation of group and individual psychological tests with an emphasis on tests of intellectual function. Fall.

PSY

616 Psychological Assessment II (3-4-5)

Prerequisite: PSY 615.

Supervised practice in the administration and interpretation of psychological tests with an emphasis on individual and group personality tests; additional concentration on psychological report writing and the selection of test batteries. Winter.

623 Conditioning and Learning (3-4-5)

Prerequisite: Undergraduate course in experimental learning or permission of instructor.

Methods and concepts of conditioning and learning with animal and human subjects. Spring.

624 Personality (4-2-5)

Emphasis on experimental and psychometric approaches to individual differences, situational effects on behavior, conflict, frustration, anxiety, stress, aggression, defense, emotion, and loss of control. Summer.

625 Biopsychology (3-4-5)

Prerequisite: Undergraduate course in physiological psychology or permission of instructor.

Lecture and laboratory exposure to the physiological and comparative approach to behavior, including behavior genetics, learning, memory, emotion, sensation, perception, and ethology. Winter.

628 Psychopharmacology (4-2-5)

Prerequisite: PSY 625 or undergraduate course in physiological psychology.

A survey of the field of behavioral pharmacology, basic and applied. In addition to methodological, chemical, and physiological considerations, the course will examine the behavioral, clinical, and undesirable effects of psychotropic drugs. Other major topics include evaluation and regulation of drugs, drug addiction and abuse, and use of psychotherapeutic drugs. Spring.

630 Behavior Therapy (3-4-5)

Prerequisite: PSY 623.

An examination of theoretical and technical issues in behavior therapy. Field practice will supplement classroom discussion. Winter.

637 Behavior Pathology (5-0-5)

Prerequisite: Undergraduate behavior pathology or abnormal psychology course.

The study of maladaptive behavior, including current taxonomic systems with emphasis on theoretical and research dimensions associated with behavior pathologies. Fall.

643 Community Psychology (3-4-5)

Lectures, discussions and laboratory experiences designed to expose the student to the field of community psychology with its attendant implications and to provide the students with opportunities to become acquainted with a multiplicity of community service agencies and their functions. Winter.

651 Experimental Design (4-2-5)

Prerequisites: Statistics course and permission of instructor.

Theory and application of experimental design in psychological research; includes study of design strategies in relation to statistical procedures, particularly analysis of variance and multivariate analysis. Other topics include instrumentation, research ethics, and guidelines for writing articles for publication. Winter.

660 Counseling Theory and Practice (4-2-5)

An introduction to the current theories and techniques of counseling, roles and functions of counselors, as well as insight into the dynamics of counseling through actual student-counselor interview. Spring.

665 Clinical Psychology (5-0-5)

Prerequisite: PSY 637.

The application of clinical method to the diagnosis and treatment of behavior disorders. Spring.

668 Behavior Modification in the Classroom (4-2-5)

The application of behavior modification principles to the practical concerns of the professional educator. Not recommended for graduate students majoring in psychology. Spring.

673 Social Psychology (5-0-5)

An in-depth treatment of social influences on individual and group behavior. Special topics will include attitude formation and change, social perception and attribution processes, interpersonal attraction, aggression, altruism, social influence, and group dynamics. Spring.

690 Seminar in Group Process (2-6-5)

Small-group interactions are used to explore feelings, attitudes, and interpersonal impact upon others. Techniques of group facilitation and personal exploration are emphasized. Summer.

696 Externship/Internship (Variable)

Prerequisite: Approval of clinical training committee.

Individually supervised fieldwork experience relevant to the student's professional goals. Quarterly.

698 Special Problems (5-0-5)

Prerequisite: Permission of the instructor.

Supervised study, non-thesis research, or seminars on problems chosen to utilize the expertise of the staff and consultants to meet the needs and interests of students. Quarterly.

699 Research and Thesis (Variable)

Prerequisite: Approval of academic advisory committee.

Quarterly.

Graduate Courses in Science (SCI)**595 Selected Topics**

Prerequisite: Permission of the Chairman of the Department of Chemistry and Physics, or Biology.

To provide a vehicle whereby selected topics of interest may be offered to post-baccalaureate students. May be taught as an integrated course within the Departments of Chemistry and Physics and Biology to satisfy special needs for scientific background in master's programs. To be arranged.

610 Comparative Family Analysis (5-0-5)

Prerequisite: Permission of the instructor.

An institutional analysis of the family as a social subsystem, including premarital behavior patterns, mate selection, marital interaction, and family disorganization. Special emphasis is placed on theories pertaining to the structure, function, and change of family forms, empirical data from current and past research projects; and cross-cultural comparisons of selected family systems. Quarterly.

612 Racial and Ethnic Minorities (5-0-5)

Prerequisite: Permission of the instructor.

Comparative study of selected racial and ethnic groups in contemporary American society. Exploration of majority-minority interaction, distribution of minorities, and selected pertinent social problems. Winter.

Sociology (SOC)**412 Racial and Ethnic Minorities (5-0-5)**

Prerequisite: 15 hours of advanced sociology. Comparative study of selected racial and ethnic groups in contemporary American society. Exploration of majority-minority interaction distribution of minorities, and selected pertinent social problems. If graduate credit is sought, take SOC 612 in lieu of this course. Winter.

422 Methods in Social Research* (5-0-5)

Prerequisite: 15 hours of advanced sociology. An introduction to the scientific method in social research; elementary considerations in research design; the interview, questionnaire, participant observation and human document as sources of social data; qualitative and quantitative techniques of analysis and inference, including the development of techniques for measuring social data. Winter.

432 Sociology of Work, Careers and Occupations (5-0-5)

An application of the theory and methods of sociology to the work environment. Summer.

433 Personality and Social Adjustment (5-0-5)

Prerequisite: 10 hours of advanced sociology. Foundation and development of personality; mechanisms of integration and adjustment; roles of culture, groups, and language; concepts of self; types and theories of personality; divergent personalities. Spring.

434 Sociological Theory* (5-0-5)

Prerequisite: 15 hours of advanced sociology. Historical growth and development of social thought, types and nature of social theories, and the influence of social theory on contemporary sociology. Fall.

435 Sociology of Organizations (5-0-5)

A sociological analysis of the structure and function of complex organizations. Attention is given to control communications, goals, methods, values, etc., and the effects of such institutions upon the individual and society. If graduate credit is sought, take SOC 635 in lieu of this course. Spring.

SOC

Graduate Courses in Sociology (SOC)

601 Social Change (5-0-5)

Factors and processes of social change: technological and institutional change; value systems; social movements; symbolic communication; innovation and inertia; the problem of social progress. Summer.

602 Group Dynamics (5-0-5)

Process of social groups; group leadership, effectiveness, goals; group communication and control. Fall.

604 Advanced Social Problems (5-0-5)

A consideration in depth of selected social issues and problems. Emphasis will be placed upon etiology, context, remedial measures and implications. Winter.

610 Comparative Family Analysis (5-0-5)

Prerequisite: Permission of the instructor.

An institutional analysis of the family as a social subsystem, including premarital behavior patterns, mate selection, marital interaction, and family disorganization. Special emphasis is placed on theories pertaining to the structure, function, and change of family forms, empirical data from current and past research projects; and cross-cultural comparisons of selected family systems. Quarterly.

612 Racial and Ethnic Minorities (5-0-5)

Prerequisite: Permission of the instructor.

Comparative study of selected racial and ethnic groups in contemporary American society. Exploration of majority-minority interaction, distribution of minorities, and selected pertinent social problems. Winter.

635 Sociology of Organizations (5-0-5)

A sociological analysis of the structure and function of complex organizations. Attention is given to control, communications, goals, methods, values, etc., and the effects of such institutions on the individual and society. Spring.

The School of Business Administration

Graduate Courses in Accounting (ACC)

502 Financial Accounting for Managerial Control (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

Integrates managerial uses of accounting information with instruction in fundamental accounting concepts and methods, financial management, economic environment. Emphasis is placed on concepts and methods used to resolve problems of income measurement, internal control, valuation of assets, capital investments, and other accounting matters. Winter. Summer.

602 Cost Accounting for Managerial Control (5-0-5)

Prerequisites: Graduate student status and ACC 502 or equivalent course.

Includes cost behavior, cost-control budgeting, break-even analysis and cost-benefit analysis, with the emphasis on the use of accounting data in decision-making. Fall, Spring.

614 Advanced Cost Accounting (5-0-5)

Prerequisite: ACC 411.

Provides the student with an in-depth analysis of managerial-cost concepts and techniques required for developing, analyzing, and interpreting information for organizational planning and control systems. (No graduate credit given if student has completed ACC 414 or equivalent.) Summer.

616 Advanced Accounting Theory (5-0-5)

Prerequisite: ACC 313.

Provides the student with the opportunity for an in-depth understanding of contemporary developments in financial accounting. Emphasis is on major problem areas in accounting, particularly in relation to publications of major authoritative bodies such as the APB, FASB, SEC, and AAA. (No graduate credit is given if student has completed ACC 416 or equivalent.) Spring.

621 Advanced Accounting I (5-0-5)

Prerequisite: ACC 313.

The application of accounting theory to specialized problem areas including partnerships, consignments, bankruptcy, and consolidations. (No graduate credit is given if student has completed ACC 421 or equivalent.) Fall.

622 Advanced Accounting II (5-0-5)

Prerequisite: ACC 313.

This course is intended to prepare the student for further professional development such as the CPA examination. The focus of the course will be on analysis of problem solving techniques in selected areas of accounting. (No graduate credit is given if student has completed ACC 422 or equivalent.) Winter—even years.

651 Federal Income Taxation (5-0-5)

Prerequisite: ACC 311 or permission of instructor.

A survey of theories and practices governing federal income taxation of individuals and business entities. Tax determination and tax planning are emphasized. (No graduate credit is given if student has completed ACC 451 or equivalent.) Winter, Summer.

652 Advanced Federal Taxation (5-0-5)

Prerequisite: ACC 451 or ACC 651.

An in-depth analysis of federal income taxation applicable to partnerships, corporations, estates and trusts; estate and gift taxation; deferred compensation and employee benefit plans; with emphasis on alternative computations and tax planning opportunities. Research methodology and practice are employed. (No graduate credit is given if student has completed ACC 452 or equivalent.) Fall.

671 Auditing (5-0-5)

Prerequisite: ACC 313.

The application of auditing principles to the problems of public accountancy with emphasis upon the adherences to standards and professional ethics. (No graduate credit is given if student has completed ACC 471 or equivalent.) Fall, Spring.

672 Advanced Auditing (5-0-5)

Prerequisite: ACC 471 or ACC 671.

A continuation of ACC 671. Auditing. Emphasis is placed on concepts, standards, professional problems, and methods such as statistical sampling, use of computers in auditing, auditing computer-based systems, and the audit report. (No graduate credit is given if student has completed ACC 472 or equivalent.) Winter—odd numbered years.

BUS

716 Corporate Applications of Accounting (5-0-5)

Prerequisites: Graduate student status and ACC 602 or equivalent course.

Includes accounting management, specialized cost accounting problems, accounting systems, contents of financial statements and reports, professional accounting requirements, accounting for price-level changes, concepts in federal taxation and other current accounting applications. Fall.

Graduate Courses in Business Administration (BUS)

591 Legal Environment of Business I (Variable)

Prerequisite: Post-baccalaureate or graduate student status.

Elements of the law of contracts, sales, agency, negotiable instruments, bailments, common carriers, partnerships, and corporations. Particular attention is overall legal environment in which business operates. To be arranged.

592 Legal Environment of Business II(5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

Elements of the law of partnerships, corporations, real property, insurance, security devices, trust and estates, bankruptcy, and government regulation of business. Particular attention is given to the overall legal environment in which business operates. To be arranged.

593 Administrative Law (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A survey of the field of administrative law, emphasizing the role of state and federal agencies in the business sector; special agencies such as Occupational Safety Health Administration (OSHA) will be explored. To be arranged.

595 Selected Topics in Business Administration (Variable)

Prerequisites: Post-baccalaureate or graduate student status and permission of the coordinator of the graduate program.

Consideration and analysis of relevant special problem areas in the field of business administration. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

599 Research in Business Administration (Variable)

Prerequisite: Post-baccalaureate or graduate student status and permission of coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized. To be arranged.

603 Managerial Finance (5-0-5)

Prerequisites: Graduate student status and ACC 502 or equivalent course.

Theory of financial structure and dynamic cost of capital. Dividend policy and growth models. Utilization of money and capital markets. Advanced theory of financial management, including capital budgeting theory and practice. Winter, Summer.

604 Marketing Management (5-0-5)

Prerequisites: Graduate student status and MAT 500 and ECN 601 or equivalent courses.

Conceptualization, analysis, planning, formulation and administration of marketing programs are studied. Independent original research, case analyses, extensive reading, in-class discussion and lectures comprise the methods. Fall, Spring.

605 Operational Planning and Data Analysis (5-0-5)

Prerequisites: Graduate student status and MAT 500 or equivalent course.

This course analyzes the methodology of management's planning and decision-making functions. Specifically, emphasis is placed upon how quantitative techniques are utilized to extract information from data and how management can then structure its planning and decision making upon this information. Topics include decision theory, inventory control, mathematical programming, queuing theory, and simulation. Winter, Summer.

606 Organization Behavior (5-0-5)

Prerequisites: Graduate student status.

Examination of concepts of human behavior in formal organizations. Develops an understanding of and capacity to predict effects of managerial actions on the behavior of individuals and groups within different kinds of organizations. Fall, Spring.

608 Logistics Problems (5-0-5)

Prerequisites: Graduate student status and MAT 500 and ECN 501 or equivalent courses. Examination of the systems and procedures devised to overcome barriers to effective and efficient delivery of material and services. The notion of an efficient system is employed to economically create space, time, and utilities. Winter.

611 Individual and Organizational Effectiveness (5-0-5)

Prerequisites: Graduate student status and BUS 606 or permission of instructor.

An experimental approach to the definition, assessment, and improvement of individual effectiveness and the organizational systems in which they work. A capstone course which views organizational effectiveness as a dependent variable and explores its determinants within a framework of individual, group, and intergroup interaction. Winter.

695 Selected Topics (Variable)

Prerequisite: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration. To be arranged.

699 Graduate Research in Business Administration (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized. To be arranged.

707 Organization Theory and Management (5-0-5)

Prerequisites: Graduate student status and BUS 606 or equivalent course.

Open-system approaches to the design and analysis of organizations. Examines the interdependence of key organization variables such as structure, technology, environment, culture, and personnel and exchange systems. Winter, Summer.

708 Organization Policy and Control (5-0-5)

Prerequisites: Graduate student status and prior satisfactory completion of not less than 75% of the M.B.A. core course requirements or equivalent courses.

Development of a general management approach to strategic planning and policy formulation as a system of organizational guidance and control. Uses comprehensive case studies of organizations in a wide variety of situations and integrates functional areas of accounting, finance, marketing production and law. Fall, Spring.

709 Operations Research and Systems Analysis (5-0-5)

Prerequisites: Graduate student status and BUS 605 or equivalent course.

The objective of this course is to explore in depth the various quantitative techniques which are being used in the more progressively managed organizations. Emphasis will be placed upon design of control systems, feedback, and simulation, as well as the total information-systems concept. Fall.

712 Special Problems (5-0-5)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

In this course the professor will design a special program of instruction and research in administration to satisfy the academic needs of the student. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

714 International Business (5-0-5)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

An examination of international economic policies and their effects upon international business, with intensive coverage of the economic environment in which the multinational firm operates. Problems of financial administration of international business, with case work on U.S. and foreign companies. Spring.

ECN

Graduate Courses in Economics (ECN)

501 Economic Theory (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

This course is designed to cover the subject matter of introductory economics and selected topics of intermediate micro and macro theory. (This is an M.B.A. prerequisite course. It is not creditable toward the M.B.A. program's 60 quarter hour minimum.) Fall, Spring.

590 Dynamics of the American Economy (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A survey course for the non-business student designed to develop an understanding of economic concepts and policies to aid in the analysis of economic problems and policies as well as those of the individual firm, household, and industry. (This course is not creditable toward the M.B.A.) To be arranged.

591 Economics for Elementary and Middle Schools (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course designed for teachers and prospective teachers in elementary or middle schools. It includes some basic economic concepts and emphasizes methods and activities designed to integrate economics into the K-8 curriculum. (This course is not creditable toward the M.B.A.). Summer.

592 Economics for High Schools (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course designed for teachers and prospective teachers of economics in high school. It includes macro and micro economics and emphasizes methods and activities geared to meet the state of Georgia mandate for economics in the high schools. (This course is not creditable toward the M.B.A.). Summer.

594 Personal Finance (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

This course is designed to acquaint in-service and pre-service teachers with the major topics of personal finance that should be taught on a high school level. It will include the broad areas of money management, insurance, housing, transportation, credit, and consumer issues. (This course is not creditable toward the M.B.A.). Summer.

595 Selected Topics in Economics (Variable)

Prerequisite: Post-baccalaureate or graduate student status and permission of the coordinator of the graduate program.

Consideration and analysis of relevant special problems areas in the field of economics. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

599 Research in Economics (Variable)

Prerequisites: Post-baccalaureate or graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of economic research are emphasized. To be arranged.

601 Microeconomic Theory and Public Policy (5-0-5)

Prerequisites: Graduate student status and ECN 501 or equivalent course.

The methodology of economics and the application of economic theory to the problems of the business firm. Contemporary theory of consumption, equilibrium of the firm in product and factor markets under conditions of pure competition, monopolistic competition, oligopoly, and monopoly. The implications of the economic and legal problems posed by business concentration. Winter, Summer.

699 Graduate Research in Economics (Variable)

Prerequisite: Graduate student status and permission of the coordinator of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of economic research are emphasized. To be arranged.

710 Macroeconomic Theory and Public Policy (5-0-5)

Prerequisites: Graduate student status and ECN 601 and BUS 605 or equivalent courses. Keynesian and post-Keynesian employment theory. Economic growth and fluctuations. The problem and techniques of economic stabilization. Spring.

711 Econometrics (5-0-5)

Prerequisites: Graduate student status and ECN 601 and BUS 605 or equivalent courses. Estimation of parameters for single-equation econometric models; tests of hypotheses and confidence regions for regression analysis; mathematical formulation and empirical testing of economic models. To be arranged.

713 Special Problems in Economics (5-0-5)

Prerequisites: Graduate student status and permission of coordinator of the graduate program.

In this course the professor will design a special program of instruction and research in economics to satisfy the academic needs of the student. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

715 Business Conditions Analysis (5-0-5)

Prerequisites: Graduate student status and permission of instructor.

Comparison of methods and objectives of national product, flow-of-funds, input-output, and balance of payments accounting systems. Social accounting and business-projection methods are considered in the context of planning and economic forecasting. Fall.

Graduate Courses in Health Services Administration (HSA)

595 Selected Topics in Health Services Administration (Variable)

Prerequisite: Post-baccalaureate or graduate student status and permission of the coordinator of the graduate program.

Consideration and analysis of relevant special problem areas in the field of health services administration. May be repeated for graduate credit with prior approval of the student's advisor. To be arranged.

599 Research in Health Services Administration (Variable)

Prerequisite: Post-baccalaureate or graduate student status and permission of the coordinator of the graduate program.

Techniques of health services administration are emphasized. To be arranged.

661 Medico-Legal Problems (3-0-3)

Prerequisite: Graduate student status.

A survey of the basic principles of law as they relate to the administration of health services. Consideration is given to malpractice, legal regulation and liability of health institutions, ethical legal problems. Fall.

662 Accounting and Finance for Health Institutions (5-0-5)

Prerequisites: Graduate student status and BUS 502 or equivalent course.

Designed to provide the student with sufficient health institutional accounting background necessary to participate in effective and efficient managerial decision making. Emphasis is placed on the accounting process, operations auditing and the utilization of accounting data for managerial decisions. Spring.

663 Health Economics and Systems Planning (5-0-5)

Prerequisites: Graduate student status and ECN 501 or equivalent course.

An introduction to the health care delivery system from an economic perspective. Emphasis is placed on the supply and demand for health services, the production and cost of health services, the financing of health care delivery and cost/benefit analysis. Winter.

664 Health Finance and Economics (5-0-5)

Prerequisite: None.

Designed to provide the health educator with a fundamental knowledge of health finance and economics. It concentrates on providing those aspects of finance and economics most pertinent to the need of health providers. Designed for M.ED. students only. Not open for credit in the M.B.A. program.

695 Selected Topics in Health Care (Variable)

Prerequisites: Graduate student status and permission of the coordinator of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in health services administration. To be arranged.

771 Hospital Organization and Institutional Planning (5-0-5)

Prerequisite: Graduate student status.

An analysis of the organization and delivery of health services within institutional settings. Emphasis is placed on structural, coordinative and environmental factors affecting the effectiveness and efficiency of health institutions. Fall.

HSA

773 Health Delivery Systems, Regulations and Control (5-0-5)

Prerequisite: Graduate student status.

Provides an overview of the health delivery system as it now exists and potential future trends. Topics include: (1) the present health care system, (2) comparative health care systems, (3) Health regulation/legislation, (4) future trends in health delivery, and (5) the role of the federal government. Spring.

774 Policies and Decision-Making in Health Care (5-0-5)

Prerequisite: Graduate student status.

Designed to expose the student to the health care system as a complex social political system subject to internal subsystem demands and external pressures. Summer.

775 Health Care Financial Analysis (5-0-5)

Prerequisites: Graduate student status and HSA 662.

An examination of financial decision-making within the health care system. Emphasis is placed on: (1) managerial control, (2) cost containment, (3) hospital financing and capital budgeting, and (4) financial analysis. Summer.

799 Internship-Practicum and Research (5-15)

A research thesis is normally required. To be arranged.

The School of Education

Graduate Courses in Education (EDU)

500 Teacher Inquiry (0-10-5)

Prerequisite: Post-baccalaureate standing.

A course designed for teachers who have a need to investigate selected areas of teaching responsibility and to practice techniques designed to strengthen their competencies as teachers. Credit for this course is not applicable to degree programs; the grade is not to be computed in the GPA. Course may be repeated for credit. To be arranged.

590 Guidance for Exceptional Children and Youth (4-2-5)

Prerequisite: EDU 440.

The study of techniques and processes in guiding exceptional children and adolescents. Vocational aspirations and self-concepts of exceptional children are considered. Utilization of role playing is an important aspect of the course. Summer — odd years.

591 Development of Curricula for the Exceptional Child (4-2-5)

Emphasis is on the preparation of appropriate materials for the education of the mentally retarded. Effective usage is considered with curriculum aims and objectives. Summer — even years.

592 Language Arts for Exceptional Children (4-2-5)

Prerequisite: EDU 440.

A study of methods, techniques, and models of language as they relate to the needs of the exceptional child. Class discussion, group presentations, and development of materials are parts of class content. Fall — even years.

595 Reading for the Secondary and Adult Learner (4-2-5)

Prerequisites: EDU 304 or 614 and EDU 337 or 637.

The role of reading instruction for the secondary and adult learner. Emphasis on instructional theory and methods of teaching basic and developmental reading skills, organization, techniques, and materials for flexible grouping and individualized instruction for secondary and adult learner. Fall, Spring.

596 Early Childhood Education Internship (5-15)

Prerequisites: EDU 330, 333, and 433-491 or permission of instructor.

The student will daily implement a plan for an early childhood program in a classroom with young children. Other activities may include classroom instruction in curriculum content, early child development, and language of young children. Summer.

602 Foundations of Education (Historical, Philosophical, Sociological) (4-2-5)

A study of the influence of European education upon American education; the major philosophies, especially those currently in use; and the effects of sociological patterns upon educational trends. Fall.

603 Development of Young Children (4-2-5)

The course will involve a study of the literature pertaining to theories of human development concerned with the physical, emotional, intellectual, and social components of early child development as they relate to individual potential and achievement in life situations, particularly cognitive tasks in school settings. Active participation and/or observation of young children is an integral and important part of this study. Winter, Summer.

604 Tests and Measurements (4-2-5)

Nature and function of measurement in education. Teacher-made and standardized tests and scales. Introductory statistical concepts of measurements. Winter.

605 Instructional Media (4-2-5)

Examination of major theories of learning and their relationship to the use of instructional material. Opportunity to examine newer media as well as traditional media utilized in the school. Emphasis on innovative equipment and creative development of instructional materials. Winter, Summer.

606 The Middle School (4-2-5)

Designed to provide opportunities for students to learn about the characteristics of the middle school learner and the nature of the curriculum designed to meet the needs of the emergent adolescent learner.

614 Advanced Educational Psychology (4-2-5)

Applications of the scientific findings of psychology to the more complex problems of the educative process. Quarterly.

EDU

616 Teacher-Student Relations (4-2-5)

Prerequisites: EDU 614 and 637.

Analysis of the basic legal, social, philosophical, and psychological issues involved in the teacher-student relationship in the public school setting; emphasis on skill training in various techniques of classroom management. Fall, Spring.

620 Fundamentals of Guidance (4-2-5)

An introduction to professional training for counselors and an opportunity for teachers to acquire an over-view of guidance functions in the school program. Spring — even years.

625 Teaching Elementary School Mathematics (ECE, MG) (4-2-5)

Prerequisite: Teaching experience or an undergraduate methods course in this subject. Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance, evaluation procedures. Fall, Spring.

635 Principles of Curriculum Development (ECE, MG) (4-2-5)

Principles and practices of curriculum development with the opportunity to participate in curriculum construction; emphasis on elementary and middle grades learner and curricula. Quarterly.

637 Advanced Curriculum Development (4-2-5)

Prerequisite: EDU 614 or permission of instructor.

Problems of the school, teaching, and curriculum development; emphasis on the preparation and implementation of curricula. Winter, Summer.

640 Education of Exceptional Children (3-4-5)

Prerequisites: EDU 205 or EDU 202, 203 and 304.

A survey course which deals with the general problems involved in the education of exceptional children. Meets legislative requirement. Required for graduation in all teacher education programs. Quarterly.

650 Problems in Mental Retardation and Cultural Deprivation (4-2-5)

Current literature and thinking concerning the retarded in a technological age. Implications for society. Life plans for the retarded are discussed. Trends and innovative programs, including studies of the culturally different, are considered. Spring — odd years.

651 Problems in Education (4-2-5)

Examination of problems and emerging practices in light of recent knowledge of teaching and learning in various aspects of the curriculum. Focus may be on specifically designated area of instruction depending on needs of students. Course may be taken more than once for credit. Fall, Spring. (Summer, as needed).

652 Development of Language and Communication Skills (4-2-5)

Focus on relationship of language development and thinking to teaching communicative skills. Specific areas covered include techniques for developing oral and aural language facility and functional and creative writing. Fall, Spring.

653 Teaching Science (ECE, MG) (4-2-5)

Prerequisite: Teaching experience or an undergraduate methods course in this subject. Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance; evaluation procedures. Fall, Spring.

654 Teaching Social Studies (ECE, MG) (4-2-5)

Prerequisite: Teaching experience or an undergraduate methods course in this subject. Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance; evaluation procedures. Winter, Summer.

658 Techniques of Research and Instruction (V-V-5)

Prerequisites: EDU 614 or 637 or permission of instructor.

Development of skills necessary for evaluation and implementation of instructional methods and materials and the development of skills necessary for interpretation and application of educational research. Winter, Spring.

660 Characteristics of the Gifted (4-2-5)

Prerequisites: EDU 304 or equivalent and permission of instructor.

Psychological characteristics of children and youth who are gifted intellectually, creatively, or behaviorally. Identification procedures and basic philosophies of treatment will be stressed. Winter, Spring.

661 Methods and Materials for Teaching the Gifted (4-2-5)

Prerequisites: EDU 660 or permission of instructor.

Development, utilization, and evaluation of instructional materials and approaches for gifted students. Spring.

665 Career Exploration (4-2-5)

The course is designed to meet the skill and knowledge needs of teachers (K-12) in career development education. Class and field experiences will acquaint school personnel with theories and practices related to incorporating career education into the K-12 curriculum. Development of teaching plans and materials for career education of students will be a major component of the course. Spring.

670 Problems in Reading Education (4-2-5)

Prerequisite: EDU 471 or 671.

Intensive examination of selected problems and emerging practices of reading instruction based on recent knowledge of instruction and learning in various aspects of the reading program. Focus may be on a specifically designated aspect of instruction depending on needs of students. Course may be taken more than once for credit.

671 Teaching of Reading (ECE, MG) (4-2-5)

Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on current practices of teaching reading with a variety of organizational patterns. Fall, Winter, Summer.

672 Diagnosis and Correction of Reading Disabilities (4-2-5)

Prerequisites: EDU 304, 614, and 671.

Diagnostic procedures and materials with emphasis on application of diagnostic techniques with both groups and individuals. Students diagnose and prescribe for reading disability cases under supervision. Winter, Summer.

673 Materials and Methods in Reading (4-2-5)

Prerequisites: EDU 471 and EDU 304 and 614 and/or permission of instructor. Critical evaluation of instructional methods and materials in all areas of reading. Emphasis on demonstration and student production and application of materials and methods for effective reading instruction, including the content fields. Winter, Summer.

674 Developing and Guiding Reading Programs (4-2-5)

Prerequisite: Admission to graduate program and permission of instructor.

Emphasis on the development and guidance of the total reading program and its various aspects. Focus is directed toward instructional personnel, facilities, equipment, and materials essential for planning and coordinating developmental and corrective reading programs for multivariate cultural groups and for evaluating the total program. Fall.

675 Reading in the Content Areas (4-2-5)

Emphasis on the problems associated with content area reading and strategies for solving these problems. Focus is on adjusting reading instruction to any content area and/or cultural group through appropriate teaching techniques. Most useful at grade levels where content areas are stressed. Winter, Summer.

677 Practicum in Remedial Reading I (0-10-5)

Prerequisites: EDU 671, EDU 672, EDU 673, EDU 704, and permission of instructor.

Supervised practicum experiences with emphasis on diagnostic, prescriptive and remedial work with individuals with reading disabilities. Winter, Summer.

678 Practicum in Remedial Reading II (0-10-5)

Prerequisites: EDU 671, EDU 672, EDU 673 and permission of instructor.

Supervised practicum experiences with emphasis on diagnostic, prescriptive and remedial work with individuals who have reading difficulties. Experience in group diagnosis and remediation will be included which may focus on programs for adults with reading deficiencies. Winter, Summer.

EDU

681 Characteristics of the Learning Disabled (4-2-5)

Prerequisite: EDU 440 or EDU 640 or the equivalent.

An introductory course concerning learning disabled children and youth. Definitions, educational traits, emotional and social characteristics are surveyed. Consideration will be given to diagnosis and prescriptions. Fall.

682 Methods and Materials for Teaching the Learning Disabled (4-2-5)

Prerequisite: EDU 440, EDU 640, EDU 681, or permission of instructor.

The study of teaching methods and materials as they relate to children and youth with specific learning disabilities. Selection and adaptation of materials, lesson construction, and the planning and implementation of activities are to be emphasized. Laboratory experience is required. Winter.

683 Practicum With Learning Disabled Children and Youth (1-10-5)

Prerequisites: EDU 440, EDU 640, EDU 681, and EDU 682.

An opportunity to observe learning disabled children and youth. Participation in aiding the remediation of their educational deficits is an integral part. Summer.

684 Characteristics of Behaviorally Disordered Children and Youth (4-2-5)

Prerequisite: EDU 440 or EDU 640 or the equivalent.

A study of the nature and characteristics of behaviorally disordered children and youth. Definitions, educational traits, emotional and social characteristics, and assessment instruments as related to the educational setting are considered. Laboratory and field experience is required. Fall.

685 Methods and Materials for Children and Youth with Behavior Disorders (4-2-5)

Prerequisites: EDU 440 or EDU 640 or the equivalent, EDU 684, or permission of the instructor.

Critical evaluation of teaching methods and materials for behaviorally disordered children and youth in the educational setting. Selecting, adapting, planning, and implementing of programs are emphasized. Laboratory field experience is required. Winter.

690 Readings and Research in Education of Exceptional Children and Youth (4-2-5)

In-depth reading and reporting on an education or social facet emphasizing exceptional children and youth. A scrutiny of the literature is stressed. Winter — even years.

691 Seminar in Education (V-V-5)

Study of issues, theories and emerging practices in elementary education through investigation, research reports, and critical analysis. Spring.

692 Seminar in Education (Variable)

Prerequisite: The student must be admitted to the Specialist in Education Program.

This seminar focuses on the study and analysis of emerging educational practices, issues, and trends in all areas of curriculum, instruction, and management in American education. Spring, Summer.

694 Instructional Strategies (V-V-5)

Prerequisite: Permission of instructor.

The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in educational psychology. Winter, Spring.

695 Selected Topics (Variable)

Prerequisite: Permission of instructor.

The content of the course is intended to meet the needs and interests of graduate students in selected areas of Education. May be repeated for credit with prior approval. Quarterly.

700 Methods of Educational Research (4-2-5)

Research skills and related competencies involved in the planning, conducting, and reporting of applied research studies of the type for the degree of Master of Education. Winter, Summer.

704 Assessment of the Individual (4-2-5)

Prerequisite: EDU 614 or permission of instructor.

Administration, scoring, and interpretation of individual intelligence and aptitude tests with an eventual goal the diagnosis of, and prescription for, learning problems. Spring.

705 Statistical Methods in Education (4-2-5)

Descriptive statistics used in education with a brief introduction to probability and inference. Spring — odd years.

710 Fundamentals in the Supervision of Student Teaching (4-2-5)

Introduction to the theory and practices involved in the supervision of student teaching and other professional field experiences. Provides opportunity for the teacher to develop skills and plans necessary for guiding student teachers in planning, implementation, and evaluation of instruction and classroom management. Fall, Summer.

711 Assessment of Student/Beginning Teaching Experience (4-2-5)

Prerequisites: EDU 710 or permission of instructor.

Designed to help teachers develop skills necessary for assessing student teacher and beginning teacher performance, based on criteria specified by the Georgia State Department of Education. Winter.

712 Problems in the Supervision of Student Teaching (4-2-5)

Prerequisites: EDU 710, 711 or permission of instructor, experience in supervision of student teaching, and recommendation of school system.

Course designed as the third course in the supervision sequence to enable teachers who have had prior experience in supervising student teachers to synthesize and evaluate their supervision experiences. Emphasis will be given to analysis of supervising teacher and student teacher needs in competency development, with independent research and individualized projects as means of dealing with problems encountered in supervision of student teaching. Spring.

713 Introduction to Supervision (4-2-5)

Prerequisites: T-4 certification, (T-5 recommended) 1 year teaching experience.

This course is designed to introduce the teacher or administrator to supervision. It covers the history, nature, purpose and tasks of supervision. The following tasks are examined in some detail: improvement of instruction, curriculum development, staff development and evaluation of instruction. Fall.

714 Supervision of Instruction (4-2-5)

The primary focus of this course is to provide the students with the skills necessary to provide supportive supervision to a classroom teacher in the areas of planning, presenting, and evaluating instruction and managing a classroom. The skills involved in helping teachers in the areas of curriculum development and staff development will also be covered. Winter.

715 Practicum in Supervision (3-4-5)

Prerequisites: The courses **Introduction to Supervision** (EDU 713) and **Supervision of Instruction** (EDU 714) or the recommendation of the student's advisor or the course instructor. This course is intended to provide the student with an opportunity to apply knowledge of supervision and demonstrate supervisory skills in their field of certification. Spring.

721 Biological and Cultural Aspects of Mental Retardation (4-2-5)

Description of biogenic aspects of mental retardation and cultural aspects. Implications concerning education and adjustment are stressed with the facets of diagnosis and educational modifications. Winter — odd years.

722 Diagnostic and Prescriptive Teaching of Exceptional Children (4-2-5)

The study of methods for assembling diagnostic information and appropriate teaching techniques for exceptional children. Laboratory experiences permit the student to work with the child in a one-to-one situation and plan an opportunity-structured learning situation which provides proper adjustment for the individual child as a learner. Fall—odd years.

735 Practicum in Education (1-8-5)

Practical experiences with students under supervision. Focus will be determined by needs of individual student. May be repeated for credit. Winter.

737 Practicum with Exceptional Learners (V-V-5)

Planned situations where varying methodologies of teaching or program planning are carried out. May be repeated for credit. Spring, Summer.

EDU

741 Fundamentals of School Administration (4-2-5)

Introduction to the theory and practice of educational administration. The course is concerned with the tasks, processes, and skills of educational administration, as well as the framework that exists for public educational administration. Fall.

742 Educational Business Administration (4-2-5)

This course involves a survey of non-instructional areas of educational administration. Topics covered include personnel administration, management of school facilities, pupil personnel services, school finance, internal and external communication, transportation, and school law. Winter.

743 School Law (4-2-5)

This is a survey of the field of school law emphasizing the legal requirements of managing the public school, the legal status of teachers and students, group discrimination law, tort liability, legal controls of school finance, and the issues of religion and public education. Spring.

744 Educational Personnel Administration (4-2-5)

Recruitment, selection, employment, appraisal and development of educational personnel will be covered in this course. Summer.

745 Public School Finance (4-2-5)

The concept and implications of tax supported public education will be covered. The course will be concerned with local, state and federal financing, implications of recent court rulings on financing education, and administrative concerns such as budgeting, accounting, auditing, inventorying, and financial management. Summer.

771 Psychology of Reading (ECE, MG) (4-2-5)

Prerequisites: EDU 471-671 and EDU 304-614 or permission of instructor. An intensive study of theoretical models of reading, causes for reading problems, and the numerous psychological factors related to the teaching of reading.

797 Internship in Education (1-8-5)

The course offers opportunity for the student to engage in supervised practicum experiences, focusing attention on planning and implementing teaching strategies designed to meet specific learner needs. A detailed written report of the strategies undertaken will be submitted. Fall, Spring.

798 Instructional Competencies Sessions (Variable)

Students will demonstrate competence with various instructional skills in a teaching-learning environment. Fall, Spring.

799 Applied Project in Education (Variable)

Preparation of an independent project usually under the direction of the major professor. Fall, Spring.

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- Roscoe Williams** Associate Dean of Students
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- *Charles L. Willig** Professor of English
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- *Samuel M. Willis** Professor of Business Administration
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- Henry S. Atkins** Business Administration and Political Science
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- Mary P. Brock** Music
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- John S. Dalis** Political Science
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